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Programs for December

The meetings this month must naturally be related to the greatest festival of the year, and so almost every article is program material, if the Christmas message is sought for in it. They have been grouped according to the different ages of the children, but it is hoped that associations will not limit themselves to the reading of just one paper, but will gather from many of them the ideas they hold for

Christmas Living as Well as Christmas Giving

To see that no child within your reach is altogether sad on Christmas Day, that at least one past wrong in your community has been righted, and that the gifts of the Spirit of Christmas are yours to share with your home and school in the coming year—this, indeed, will mean that you are "keeping Christmas."

For the High School

- 1. A Christmas Custom.
- 2. The Deepest Meaning of Christmas.
- 3. High School Boys and Girls of Today.
- 4. Why the Pupil Failed.

For the Mothers' Club or Parent-Teacher Association

- 1. The Deepest Meaning of Christmas.
- 2. Training for Parents.
- 3. The President's Message.
- 4. The Other Children.

The Value of Health. Consider the Tin Horse. The Near East Orphans.

For the Pre-School Circles

- 1. The Deepest Meaning of Christmas.
- 2. The President's Message.
- 3. Pre-School Training.
- 4. Why, When and How.

The President's Message

A EACH special season comes around in the spinning year, we naturally consider it not only in its personal relation to us, but also from the point of view of our work, of our aims and purposes, and at no other time, perhaps, do we

pause so long as at Christmas.

The dear old beautiful season! What power lies in it still to hold us in spite of the distortion and disenchantment wrought by these rushing modern days! When we think of the simplicity of the first Great Birthday, how like the old pagan holiday is our celebration of it, with its recklessness of spending, its selfish, calculating giving to those who already have much, its whirl of gaiety, its stress and strain and consequent exhaustion!

Among all the many opportunities which open before us may we not find the possibility of bringing back to our homes some of the beauty of the time which still casts its spell over us as it did when we were children, even though we sigh for the

glamour and the joy of the Christmas of our youth.

There can be no sudden backward swing of the pendulum; we must move gradually "back to normalcy" in this as in other things, but by whom can the move be better made than by the members of an organization which stands for democracy, for

simplicity, for the love of childhood?

Instead of striving to equal or to imitate the extravagance of the wealthy or would-like-to-appear-wealthy, cannot we set a new standard of sane celebration in our ten thousand centres and in the millions of homes they represent, so that by the love and generosity so lavishly poured out at this blessed time, we may help to bring

better things to pass?

In home, school and community we may not only preach but practice moderation—but not at the expense of the children. So many people begin to economize on those who must accept what is offered them! Let us give to the children, in memory of the Great Gift, but let us not fail to give them also the happiness of giving; let us take time to make it possible for them to have their plans and mysteries and surprises, to earn, so that they may know the true meaning of generosity, and to find at least a portion of their pleasure in that which they have done for others.

If we were not so hurried we should enjoy Christmas so much more. We should have time to wander, even in a crowd, with a light in our eyes and a half smile waiting to greet the half smile on the lips of those we meet, to feel the choke in our throat and the tears close to falling, from the sheer joy trembling in the air—the Spirit of Christmas which, thank God, can thrill us still, when we will open our hearts to it.

Have you ever tried to see how many wonderful shining silver five-cent pieces or new golden pennies a friendly Bank will give you for just one dollar bill? And have you ever put them in your pocket—they make it so heavy and they jingle so delightfully, like tiny Christmas bells—and as you strolled along, conscious of the Spirit of Christmas beside you, have you looked for the shabby little news-boys, or the small sight-seers gazing wistfully into glittering windows to "see Christmas," and then by the magic of one of those shining things in your pocket, have you seen the sun rise in a child's face?

Such little things make happiness—the desire to give pleasure, the readiness to receive it, the enjoyment of the joy of others, enthusiasm, understanding, a helping hand, a cheerful smile and above all, a loving heart. If we can give these gifts to those around us through this month which is the crown of the year, then shall we know on Christmas Day the full meaning of the great triumphant carol:

Clory to God in the Highest: En Earth Peare: Goodwill Toward Men.
MARGARETTA WILLIS REEVE.

THE DEEPEST MEANING OF CHRISTMAS

BY HOWARD J. CHIDLEY

on earth to men of goodwill." This is the song which opened the lattices of heaven nearly two thousand years ago, and let the straining eyes of men see that the skies are still tenanted and that heaven is a house alight within. The deepest message of the Christmas season is that we are not orphans in an infinite universe. It reminds us that heaven is near to earth, that God did not set the world going and then forget it. It speaks of celestial reinforcements for the children of men. The Christ child was a gift of God to remind men that He was still interested in them.

But, like all heavenly gifts, we must prepare ourselves to receive it. If we are to have this peace of which the angelic chorus sang we must practice the same goodwill to our fellow men as God shows to us. The deep significance of the song the Judean shepherds heard lies in the fact that it comes in fullest measure only to those who put away at this blessed season all bitterness, all hatred, all malice from their hearts. If we are interested only in the getting and the giving of the season we miss the point of it all, and are left with only a handful of ashes after it is over. We must somehow connect heaven with earth at this season if we are to carry over into the commonplace days something of its spirit and its inward peace.

The shepherds have passed into history unnamed; and after playing their brief part, they disappear, lost in the incense-cloud of their own praises. The song of the angelic host has faded into silence as a lark rising heavenward becomes only a sweet song, and leaves behind only silence and the empty blue. But was that song only a song in some far-distant sky—a sweet memory indeed, but not to be reduplicated by us? Surely not. Those first "Glorias" were only the earthly prelude of the eternal song, which in multiplied reverberations fills all lands and times, and every heart

that will make room for Christ. There is an advent for each of us. But we must prepare ourselves as did those shepherds. The multitude of the heavenly host would never have sung to them that first Christmas carol if their sordid minds had soared no higher than their flocks, and had no wider range than markets for their wool. The Angel song would have passed them by as the cold night wind, had not their hearts been tuned by intense desire for the coming of the Lord. There was heavenly music within, and so they caught the angelic voices without. They caught the peace of God breathed into the world that night, because they were at peace with God.

So it has ever been. Peace on earth has always come to those who have peace within-that is to say, those who have goodwill in themselves are the ones who will find peace on earth. That is the key that unlocks the Kingdom of God. The redeemed soul and the saving soul is always a loving soul. Not any spotless record to which we may point with pride, but the fervor with which we lay hold of the realities of life, the affections we reciprocate these determine the measure of our redemption, the hold we have upon the everlasting Love. I mean by that word love nothing theological, no exceptional ecstasy. I mean the common homely love of the human heart, the emotion that stains the quivering cheeks of common men and women. "Wherever we touch love, whether it be in a baby's smile, a lover's kiss, or a mother's care, we touch the love that loves us with an everlasting love-and so find peace. And wherever we give love, if it be only a cup of water to a parched plant, a kindly pat on the head of a friendless cur, or loving study to hard problemsthere again we find God."

And that is what the Christmas season teaches us—the goodwill that brings peace. Over and over again in these months of feverish scrambling for personal gain, men

have sought for peace and have not found it. And, now, when they turn to this generous goodwill, the peace they sought comes of itself. Many a man in the past year has had his grudges or misunderstandings, or quarrels which robbed him of his peace; but now, he puts away these differences as unfit for the season of goodwill, and peace arrives. That is the heavenly paradox—he who seeks peace does not find it. He who gives peace finds it returning

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"Not what we give, but what we share, For the gift, without the giver, is bare; Who gives himself with his alms feeds three,— Himself, his hungering neighbor, and Me."

That is the sweet and lingering echo of the first Christmas Carol. May it find a response in all our hearts this blessed Christmas-tide.

erry Christmas. The cheer of its winking red berries; the heart-warming glow of its candles and fires; the whisperings, the laughter, the shouts and the prancings of children. Its games when age melts into youth and all are as children together. The tree full of color and loaded with gifts that speak of a world of affection; the spirit of peace, the church bells, the memories. Swiftly 'twill pass as the flickering wings of the heralding angels. Merry Christmas. God save it to pou! Angelo Patri

THE MAGIC OF A LITTLE PINE TABLE

BY MAE FOSTER JAY

The must be kept absolutely quiet as long as she shows any temperature." Casually the physician gives his order concerning the convalescent child. But to keep a child absolutely quiet when she carries but a degree or two of fever is anything but a casual procedure, as anyone who has had to do it knows.

Yet recently I was confronted with that problem when my five-year-old niece contracted the whooping cough while visiting us, and carried a temperature for five weeks. Neighboring children with the disease romped outside, stopped to whoop, and romped again. But Mary, because of her fever, had to be occupied—and contentedly occupied, of course—inside, or on the screened porch. And just how this would have been accomplished had it not been for the little pine table is a moot question.

The little pine table was a result of the fascination our typewriter desk had for Mary. "Oh, is that my little desk?" she had cried immediately upon seeing it, captivated by the lowness of it. And she speedily appropriated it. So, partly as a matter of self-defense—since, in order to find our desk it became necessary for us first to remove toys, crayolas, paints, scissors, paste, papers, dolls, etc.—and partly since we were caused forcibly to realize how very satisfying it is for every person, even a child, to have a working place of his very own, my husband had the little table built for Mary.

It was but a cheap pine table—for it was to be used only during her visit—painted white, low-slung, with a bench as long as the table, also low so that Mary's feet touched the floor comfortably as she worked. The area of the top, however, was as great as that of a kitchen table, for a child needs room for its large materials. That is the trouble with the usual child's desk. It is "cunning," perhaps, but inadequate to the needs of a child who should have plenty of space for the large materials with which he should work.

It brought a catch in my throat to witness the joy which this simple toy brought to Mary, accustomed to a wealth of toys! The delight with which she would slip her sandaled feet under it as she sat on the bench, clasp her hands and look it all over possessively! The pride with which she arranged and rearranged the copious drawer! The willingness with which she kept her effects in order here! The comfort of having a little place all her own! Every child needs it. If—as is often true of families living in apartments-he cannot have a nursery or room to himself, at least let him have his work table under a broad window!

Mary spent many happy hours at her table from the time it was brought in surreptitiously after she had retired to surprise her in the morning. But it was the greatest boon to her, and to us, who must carry out the doctor's orders for quiet, during that long siege of whooping cough. Then it became a stage where scenes shifted constantly with the play of a fertile young imagination.

She had had sufficient kindergarten training, at home or elsewhere, to give her initiative and self-reliance. She was naturally artistic and creative, and the projects—as they would have been termed in a school-room—which successively were worked out upon the little table, would have done credit to a first or second grade.

One particularly interesting one was a hospital, suggested, probably, both by her illness and by a recent visit to a city hospital. Cigar boxes formed the various rooms on either side of the long corridor. There was the office, with its desk and telephone; the waiting room with large chairs ranged along its sides; a private room, realistically containing only the bare necessities—the bed, the dresser, a chair, a screen, a stand for the medicines; the operating room (furnished as her imagination conceived it, since she had never seen one) with its ominous operating table and vicious-looking knives and scissors; and the

ward, with many beds in a row, screens between them, penny dolls in the beds; and the kitchen with equipment for preparing the patients' meals. A broom hung outside the kitchen door, evidence of Mary's appreciation that cleanliness is the watchword of such an institution. The furniture was made of pasteboard or of heavy white paper which would stand up, and all was done without help or suggestion whatever from me. In fact the institution was completed and everything in perfect running order before visitors were allowed even to inspect. And the project was no doubt more original than it would have been if I had helped. A child's ingenuity is an amazing thing.

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It was not long before this project gave place to another—for it was the creation, rather than the result, which gave joy. This new project was a home for the penny doll family, also built of cigar boxes. It was a completely furnished house of kitchen, dining-room, living-room, bedroom, bath, and sun-parlor. The building of it occupied many days-which might otherwise have been fretful, tedious days-for it was worked out in fine detail. Mary is at an age where toys must work or they are of no account. The rolls, for instance, must fit into the piano player, and roll and unroll; the cover to the Victrola must be so attached that it will lift to allow the placing and removing of the records, the bent pin, which was the handle, must be so fastened in that the Victrola can be wound, the doors must open and shut. The floor lamp had a fringed shade, and a chain for putting off and on the light. In the kitchen cupboard (a cigarette box) were dishes molded of clay and of tinfoil. The kitchen stove had lids which could be removed with a stove hook. The davenport could be made into a bed. These articles were all made without pattern or guide—and one did not have to puzzle over their identity, either.

A third interesting project worked out during the five weeks was a schoolroom, furnished with teacher's desk, the rows of children's seats, the blackboards, the circle of red chairs, the sand table with its hoes and rakes, which, as Mary eagerly demonstrated, would really hoe and rake in the Dutch Cleanser which was the make-believe sand.

So, due to the magic of the little pine table, the days sped by pleasurably for Mary—and profitably; for it takes imagination, observation, and fine calculation to determine how many folds to make in a paper so that a chair will have legs, seat and back; or a piano, legs, keyboard, top, and a support down the back to make it stand upright. It required the development of ingenuity to devise a way to make the cylindrical part of the floor lamp stay pasted to the rectangular base. Mary grew during those days!

But not only did the table make it possible for Mary to be isolated from other children contentedly, but it made that isolation unnecessary, part of the time. For, while she could not be allowed to go out with the others lest she forget and exercise too violently, the others could come to her for a little time each day, since the table insured quiet play. Here two or three or sometimes four children sat with their sewing or cutting or pasting or drawing, serene, happy, loath to leave when the time came, for all the neighborhood loved that little white table.

It seems a small thing about which to make so much ado—but try it on your child! See whether he thinks it a small thing! When you have before you the ordeal of amusing a small convalescent, discover its magic for yourself!



In our foolish blindness we despise
The small power of kindness
Which within us lies—
The power of gentle lips and eyes;
And yet, in loving human faces
God's sunshine visits saddened places.



THE VALUE OF HEALTH

NATIONAL TUBERCULOSIS ASSOCIATION

HEALTH is something more than merely the absence of disease. It is a quality of one's life. But most people appreciate health only when they have lost it.

How true this is may be realized from such striking experiences as that of the army in the recent World War, or that of certain large industrial concerns, or from examinations made in cities like Framingham, Mass.

In the draft army, for instance, over a million and a quarter men realized for the first time in their lives that they were not healthy. In fact, more than one-half of this number found out that they were decidedly unhealthy, so much so that they could not fight for Uncle Sam. Examinations of men in large industrial corporations, such as the Metropolitan Life Insurance Company, the International Harvester Company, Sears, Roebuck & Company, the Bell Telephone Company, and many others have clearly shown that the average person who thinks he is in good health usually is carrying about in him seeds of disease, and that he has defects and impairments which, if not corrected, will lead to serious trouble in later life. In Framingham, Mass., where practically a whole town was examined, it was found that 77 per cent of those who came for examination had more or less serious disease problems of which they knew little or nothing.

It has also been found from experience that the only safe way to know whether you are healthy or not is to have an examination at reasonable intervals, say every six months or a year. Most of the large in-



dustries of the country are coming to realize that there is a great deal more to production than merely the provision of machines, and the sales and distribution forces. A medical and nursing staff to examine the men and women in the company and to advise with them regarding their health is absolutely essential.

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A health examination is nothing more or less than good common sense. The body is the most delicately

adjusted mechanism there is in the universe. Not even the finest watch or other instrument can compare with it in intricacy of adjustment. No mechanic thinks of running his machine indefinitely without giving it a rest and without overhauling it from time to time. Why abuse the body and run it night and day without ever thinking of overhauling it except when it breaks down? The time to overhaul the body is before it breaks down.

Take such a disease as tuberculosis, for instance. This can be detected in very early stages and can be cured if it is discovered in time. The private files of thousands of physicians in every part of the country bear tragic testimony to the thousands of men and women who waited until it was too late to overhaul their bodies and who, as a result, were in the advanced stages of tuberculosis before they knew it.

It is a well-established fact that a great many minor ills, such as apparently harmless diseases of the teeth, the nose, the throat, the kidneys, or of some other part of the body play an important part not only in causing tuberculosis, but also in other serious and deadly diseases of middle life. The wise man will have his body overhauled as he overhauls his machine and will find out what is the matter with him in time to correct the difficulty.

The Christmas seal sale conducted by the National, State and local tuberculosis associations of the country is an annual opportunity for every one to contribute to a lifesaving campaign which will help all alike. It teaches men and women how to live and how to keep their bodies well. It aims to make health a positive quality of life. Have you bought your Christmas seals?

CONSIDER THE TIN HORSE

In ALMOST any store which deals in general merchandise—from the red-front places in which the medium of exchange is rarely more than two bits, to the white stone department store where a liveried attendant ushers customers into swift elevators—one can buy a tin horse hitched to a tin wagon for a few cents.

"How do they do it?" marvel parents, after receiving one of the gaudy toys in exchange for ten or fifteen cents. How is it possible that toys like this can be manufactured and sold at a profit at such low cost, in these days of high wages and high prices? Surely, even the children of the poor can afford to have nice, clean toys.

Ah, yes! The children of the poor, the very poor! To many of them the sight of a tin horse is an abhorrence. They would reject one as a gift with loathing.

For to them the toy steed represents no joy, no delightful plaything to be dragged at the end of a string over imaginary highways. To them the tin toys mean long and tedious hours of hard work, hours in which the small backs ache and young eyes become sore from much concentration; hours marked with their own blood, for the sharp tin edges of the unfinished toys cut wounds into their flesh.

Thus is it possible for the stores to sell such "pretty" toys for so low a price, and to afford to have the wares stamped "Made in America." The horses, to discuss but one of the many kinds of toys, are stamped by machines in two pieces, a left and a right side. The manufacturer distributes the halves to homes where children bend the metal tabs that join the parts into the whole of a prancing steed.

In Downing Street, near Adams Street,

there can be seen almost any afternoon a group of children ranging in age from five to thirteen years. The older ones are girls, for the boys can be more profitably employed elsewhere. They cluster around an upturned box to which is fastened a metal block with a slit in it. The metal tabs that bind the halves of the horses together are placed in the slit, and, by a quick turn of the wrist, the parts are clamped together. Then, through slits in the side, hairpinshaped shafts are threaded through the horses. For completing a gross of these—144—the manufacturer pays the munificent sum of twenty-five cents.

In one of the stooped and rickety buildings lives a woman of American birth, but Italian ancestry. She has been married thirteen years and has five living children. Her husband is a laborer and earns \$15 a week, when the weather permits. The baby died during the winter. The father could not afford to buy fuel, for it was scarce and high-priced, and the mother had no place to hang the clothes except in one of the three rooms the eight people occupied. The baby succumbed to pneumonia in the damp, chilly atmosphere, and now there are only seven mouths to feed.

This woman keeps her house comparatively clean, but she works all day making tin toys with the help of the children. At night she washes the clothes so that they will be dry in the morning. If they are not dry the children have to stay home. So they work on toys. All together, they earn from \$6 to \$8 a week, but the landlord recently learned that they were earning money at home and raised the rent of the wretched hovel's flats to \$15 and \$16 a month.—The American Child.

A FAIRY-TALE CHRISTMAS

BY ELAINE WESTALL GOULD

Mrs. Gould, who wrote

this delightful "true"

Fairy Tale, is the new

Editor of the Massa-

chusetts State Bulle-

tin.

way back in November, when they began to make bayberry candles, Bobby's mother felt there might be something wrong about this Christmas. Bobby had grown so, in the year that was now nearly gone! Perhaps he had outgrown Santa Claus. When December came, her misgivings grew stronger. To be sure, whenever he brought his chums to the house,

there was a great deal of whispering and laughter, but it wasn't the same. Then one day when she caught him examining the living-room fireplace with a cynical look on his chubby, young face, she knew.

Now it isn't a good thing for boys, or even for grown-ups, to lose faith in anything and not have another faith, and always a finer one, to take its place. And the sense of mystery and wonder, which all children, both grown-up and small, should have, ought never to be destroyed. Mother hoped that after a while, when he knew life a little better, Bobby would believe again in Santa Claus. But she wanted him to believe always in Christmas, and especially in this

So it was that when Bobby woke up very early Christmas morning, as all little boys must, he lay still for a few minutes and wondered what Mother had planned for him, for no one had mentioned Santa for several days. Then he jumped up and ran over to where he had hung his stock-

It didn't look as bulgy as usual, nor was there any pile of presents underneath. An orange, a box of candy and one of nuts -that was all, except for a small, square envelope with his name on it written in red.

Mother, watching from the doorway, smiled reassuringly as he sat down on the hearth-rug and tore open his letter.

"DEAR BOBBY" (he read):

"One of my snowbirds told me you were getting too old for the toys that come in stockings, so I am not bringing you any this year. There are other gifts that I might have brought you, but I am sure that you would very much prefer to win them for yourself. Things you win are worth twice as much, you know. But you must know how to win them.

"You will need first the Sword of Sharpness. It is fastened by magic in the trunk of the great evergreen

tree. Only its master may draw it out.

"A Merry Christmas to you, Bobby. "Santa."

Bobby's eyes shone. He could hardly wait to put on his bathrobe and slippers. Why, this was just like living a fairy tale. "The Sword of Sharpness!" What could that be?

Mother followed him into the livingroom where the tree stood, all shiny with icicles and tinsel, just as they had left it the evening before. He could see the two presents he had made for Mother just where he had hung them, slipping back after she had gone to her room. Nothing else, but-

Oh, there it was, the jack knife he had been longing for, driven firmly in the trunk. Laughing excitedly he gave a tug and it came out into his hand. There was a red tag tied to the handle. One one side he read: "I am the Sword of Sharpness. Draw me only in the Right." On the other: "Strength and Skill are powerless without Wisdom. Seek the Books of Wisdom at the foot of the Green Mountain, under the spring."

Here was a poser. Where was the Green Mountain? Bobby wandered all over the house, looking and puzzling.

"How could a mountain be in this house, Mother?" he asked.

"How could it?" she Mother smiled. asked him back.

They were standing in the library. Bobby

stared at the wall. Suddenly he jumped. "There it is! there it is! That picture of Mont Blanc. And the spring—why, that

must be the spring in the day-bed."

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He dived underneath and came out with a package, marked with broad letters: "I am bound around with a spell."

"It's wire," Bobby considered, "and the Sword of Sharpness couldn't cut it. How am I going to get inside? Don't tell me, Mother. I want to find out for myself. I ought to know some magic words, oughtn't But I can't seem to think of any. Never mind. I'll just break it." And taking hold of a slack bit, he bent the wire back and forth until it broke.

"Spells are easy to break when you know how," he explained, importantly.

The Books of Wisdom happened to be: "The Wonderful Story of Nils," "Captains Courageous," "The Red True Story Book," and "The Life of Frithioff Nansen."

Another of the red cards told Bobby:

"To win all the gifts that are yours you will need more than skill, strength and wisdom. Even these are of no avail without courage and kindness. Are you brave? Is your heart kind? There is a prisoner waiting for you to rescue him. For this you must have the Sandals of Speed. They are hidden in a treasure cave that will open only to a certain key. Time is guarding the key."

Bobby's wits did not need sharpening this time. He went straight to the grandfather's clock in the hall. And sure enough, just inside the door lay a little brass key.

"I've got it, I've got it! And it looks just like the key to the hall closet, Mother," he cried.

Mother said nothing. So Bobby unlocked the closet and brought out a shiny pair of skis, adorned with the red tag he had

learned to look for. The skis were ash, of course, but he took their grace and beauty for granted. He could examine all his things later. Just now there was the matter of the Prisoner.

"Would you know," asked the red message, "where the prisoner is confined? Time might tell, but he speaks very slowly.

Ask the Singing Voices."

After Bobby and Mother had trimmed the tree the night before, they had sat and listened to the carols played on the phonograph. Bobby was sure he had put all the records back in their places, but here was one on the turn-table all ready to be played.

"I saw three ships come sailing by," sang the voice, when he snapped the switch. Bobby waited until the next verse began, "And what do you think was in them?" Then he jumped up and down. "The boathouse, Mother! The boat-house!"

"But you'd better put on your armor and take your trusty Sword of Sharpness," she advised him. "I think I'd wear the Sandals of Speed, too."

Bobby dressed himself in record time. Adventure waits for no one, and to rescue a prisoner is certainly an adventure.

"You needn't tell me whether I'm right or not," he said, struggling into his sweater. "But I'm going straight to the boat-house. And isn't it lucky there's snow, if I'm to wear my skis?"

Mother didn't follow him. From the dining-room window she watched him slide uncertainly across the lawn, down the terrace, and bring up sharply against the boat-house door. The door slid open, there was a shrill bark, and Bobby was hugging in his arms a little, wriggling Airedale puppy, with "Merry Christmas" in every wag of his tail.

SANTA CLAUS TAUGHT HIM

A few days after Christmas last year a mother heard her son use what she thought was a dreadful word. "Who ever taught you to use that word?" she asked.

Her son replied, "Santa Claus, mamma."

"Santa Claus," echoed mother.
"Yes, mamma," answered the boy. "He used it when he fell over a chair in my bedroom on Christmas eve."-The Hope Chest.

THE WHY, WHEN AND HOW OF VISUAL EDUCATION

BY CHARLES F. POWLISON

General Secretary, The National Child Welfare Association, Inc.

Why is visual education a subject of such keen interest and such enthusiastic approval among educators? Why are the motion picture, the lantern slide, and the poster everywhere

supplementing the spoken or written word?

The answer lies deep in the nature of man's mind and in the make-up of his physical being.

We are so constructed that the greater part of our knowledge, our chief contact with the outer world, comes through our eyes. As the ancient Chinese sage, Mencius, said, "It is better to see once than to hear a thousand times." Or, as Samuel McCune Lindsay puts it, "A hundred persons can read pictures and be moved to action by them to every one who can get a motor impulse from a book."

The aim of all education is, I take it, to arouse desirable motor impulses, or, in less psychological language, to create right desires which will lead to right actions. Therefore every live teacher, every intelligent parent, should make the maximum use of pictures, films, objects and other means of teaching through the eyes. The impression made is more immediate, deeper and more lasting than any mere words can ever be.

Recently, in conversation with a friend, I remarked that her little daughter had entirely overcome her former habit of mouth-

breathing, which had persisted long after her adenoids had been removed.

"Yes," replied my friend, "I thought she never would break that habit, for I had talked and coaxed and scolded for months,

> with no effect. But one day we were in the subway and right across from us there sat a very stupidlooking immigrant woman with her mouth hanging open.

> "I turned to Katherine and whispered, 'Look at that woman, Kay. That's just the way you look when you forget to close your mouth.'

"She gave one horrified glance at the repulsive-looking woman, and neither of us spoke of it again, but I noticed that from that day she began really to try to break the habit, and now, as you see, she has completely conquered it."

I suppose all of us can recall in our own

experience dozens of similar moments when, by a sudden vivid eye-picture, we have learned a lesson which no mere words could have taught us. Why do we not make more frequent and more intelligent use of such pictures in teaching and training our children?

As to the "when" of visual education, there does not seem to be, either for the race or for the individual, any time limit when the visual appeal loses its power. The obelisks of Egypt, the cliffs of Arizona and the be-scrawled fences and pavements of every city in the world bear witness to



the mighty appeal of "picture-writing" in every age and among every people. At the motion-picture show, children, young people, parents and grandparents alike fall beneath the spell of the "universal language"

We cannot begin too early to train our children in the use of their eyes. It is often amazing to see how young a baby will recognize, almost before he can clearly name, pictures of a cat, dog, horse, and other familiar objects. Recently a portrait painter told me that he had been greatly flattered by a young gentleman of eighteen months who, confronted with a newly completed portrait of his mother, pointed to it, exclaiming "Mamma!"

The training of the powers of observation should begin when life begins and should end only when life ends. It has been said that "There are ten people who talk for one who thinks; but there are ten who think for one who sees." It is this power of accurate and intelligent seeing which we should covet for our children and which we should strive in every way to develop in them.

But how can we best develop this power? In the first place, by permitting in the school and the home, only the best and most helpful pictures, and by excluding rigidly the hideous and vulgar "comics" which are printed in the newspapers, displayed upon the screen and sold in the toy shops. In the story of "The Great Stone Face" we are shown that we become like that which we daily gaze upon. If our children's God-given power of sight is perverted by feeding upon the ugly, the grotesque and the decadent, their whole mental and emotional life is poisoned at its very wellspring.

I would plead, therefore, for a more hearty and intelligent co-operation with all the organizations which are striving to promote the right sort of visual education. In a recently issued pamphlet, "A Guide to the Study, Sources and Materials of Educational Motion Pictures," the National Child Welfare Association has sought to aid in such co-operation. Through the issuance of posters and the preparation of pageants and plays, a wealth of graphic material has gradually been amassed by the various organizations. Every school and home should be using such material in the great work of training the children through their eyes.

Henry Ward Beecher said, "An illustration is a window that *lets in the light*." Our children need the light which only visual education can give.

MAKING LITTLE CITIZENS

AJOR BRADLEY MARTIN, President of the National Kindergarten Association, in speaking over the radio on the subject of kindergarten training, said: Before my small twins went to kindergarten they used to ask me such questions as "How did the sun get over by the hill? Last night it was near the lake." A small boy is a large interrogation point, and two of them can keep one father busy answering questions and solving conundrums. But after going to kindergarten for a while I found they could answer many of their own questions, and had learned to do so in such pleasant ways.

One popular little song ran like this:

Good morning, merry sunshine; why did you wake so soon?

You chased the little stars away and shined away the moon.

I saw you go to sleep last night before I ceased my playing,

How did you get 'way over there and where have you been staying?

I never go to sleep, dear child; I'm shining all the night,

And as the world turns 'round and 'round it hides me from your sight.

I waken all the birds and trees and flowers on the way,

And last of all, the little child who stayed out late to play.

There you have astronomy, geography, form, direction, and motion, all expressed in one fascinating little song. Many persons do not realize what a fund of information regarding familiar things the kindergarten child acquires.

The activities of the kindergarten are so interesting and enjoyable that it is like a party five days in the week, but each song that is sung and each game that is played has an educational value, and the children learn many truths regarding all the sciences through methods carefully adapted

to their tender years.

But, of course, the greatest value of the kindergarten is its development of the moral and social nature. Every little child needs the "give and take" with a number of children of his own age with whom he must learn to work and play on equal footing. As a preparation for living in a democracy, the socializing value of the kindergarten is its greatest contribution. The child who is self-assertive learns that there are others who have rights to leadership, the child who is selfish discovers the joy of sharing, the child who is stubborn yields to the impersonal law of the game, the child who is timid forgets himself in the happy atmosphere of this real childgarden. The children in a certain kindergarten planned to give a Christmas party to their mothers and fathers. They made borders of Santas, big and little, for the walls of their room, bells to hang in the windows, chains to festoon the Christmas tree. Each one worked busily on gifts to surprise daddy and mother. When the glad day arrived and the room was filled with visitors, they greeted the guests unabashed, sang and danced for them, and with beaming faces bestowed the presents. We have here one instance only, of the social co-operation and service for others which the kindergarten inspires.

Much is written and said about the need for promoting patriotism among our people and for Americanizing the foreigners in our midst. The kindergarten is an effective agency for accomplishing this purpose. The children in a certain school assemble at nine o'clock — Bohemians, Poles, Lithuanians, Irish, Jews, Italians, "fifty strong," ages four to six. Country, 'Tis" is the first song called for, and Peter Zbieblowske is chosen to hold the beautiful silk flag. After the song the children at attention, their little bodies taut, their eyes fixed proudly on the flag, repeat reverently, "I pledge allegiance to my flag and to the country for which it Then Angelo Petroni asks for stands." "The Star-Spangled Banner." Peter begins to wave the silk flag to and fro, and it flutters in the morning sunlight as if a strong wind had caught its folds. Entranced by "the Red, White, and Blue" of Old Glory, these little Americans lustily sing with all the patriotism of the lads in khaki:

"Oh, say, does the star-spangled banner yet wave o'er the land of the free and the home of the brave?"

Such exercises as these in our kindergartens lay the basis for the love of country and the loyalty to ideals which are the insignia of every true American citizen.

A kindergarten teacher in a foreign neighborhood is welcomed into every home because she is the friend of the little child. Few welfare workers enjoy the same privi-

lege.

Dr. Claxton, our former Commissioner of Education, who is Honorary President of the National Kindergarten Association, has said: "The kindergarten is a vital factor in American education, both for its direct work with young children in the kindergarten, and for its influence on the care of the children in the home and on methods of teaching in the schools. It ought to become a part of the public school system of every city, town and village in this country."

In a country which stands for equality of opportunity it is not fair to provide for a small portion of our children an educational advantage of which the majority are being deprived; therefore all parents should strive to obtain for their children the privileges of kindergarten training which it is their right to receive.

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Issued by the National Kindergarten Association

THE HIGH SCHOOL BOYS AND GIRLS OF TODAY

BY GRACE E. INMAN

Dean of Girls, Bloomington High School, Illinois

AY I invite you all to come with me in imagination for a time to visit a modern high school? I will not ask you to look at the building or the equipment, but to observe with me boys and girls in the age of their greatest enthusiasms, the real dreamers of dreams going forth to learn the things that the long road will show.

Let us take our first picture just before school begins—the initial snapshot would reveal boys and girls grouped in twos, threes and fours, talking, giggling, and happy almost entirely, unconcerned with their elders, except perhaps with the teacher in whose room they happen to be. Their animated faces and energetic attitudes would tempt you to wonder what they are talking about. You would discern undoubtedly that the topic in hand was not textbooks or recitations, but life and persons, things doing and to be done.

You would hear about the last dance, the movie to come (rarely the one just past), the merits of the coach and the team, the latest brand of perfume, powder or rouge, styles of hair dressing, clothing and jewelry, dates, notes, escapades carried through to victory without detection—often the remark: "I don't know anything about this or that study;" now and then the admission, "I studied last night."

You would realize that their hearts and minds are very much in the immediate present, untroubled with future concerns, confident that things will come out all right somehow. If you watched carefully the play in the moving picture you would discern that the girls revealed less of their real selves than the boys—and conformed more nearly to what we expected of them, that they are careless, romantic, responsive, emotional, supremely interested in people, always trying to keep things running smoothly—but sensitive to every breath of praise or blame, and having certain undefined standards of right and

wrong. The boys, on the other hand, are more interested in pursuits and events, more independent, outspoken, and final in their remarks, for the trait of a "desire to be liked" began in the Garden of Eden. Their modern methods of charming are not those of our grandfathers and grandmothers—the timid approach and blush—but the careless, carefree, wholesome attitude—wit, fun, flattery, and independence of speech; more worldly wise than their elders they are, in their own esteem.

Nine o'clock sounds; the twos, threes and fours part. The change is surprising. The keenness with which these same young people take the lessons in hand, the sound reasoning that they advance, and the keen observation of everything in the circle of vision, would make you look a second time and wonder if this were the same group that you saw a few minutes ago; the modern class does not waste time during class hour, and the pressure brought to bear demands concentration, speed and efficiency to make credits. Indeed, there is a wide difference between their guarded and unguarded moments. The criticisms of young people today are those made from observations taken in the unguarded times. hear such remarks as:

Modesty and courtesy no longer exist.

Young people are careless, extravagant, selfish and irresponsible.

Their manners are free and familiar and their conversations vapid and slangy.

Their music is noise.

Their dancing is undertaken with a view to accomplishing the maximum of motion in the minimum of space.

They are entirely emancipated from

chaperones.

Contact between young people and older people has lessened almost to a vanishing point.

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Let us answer some of these generalizations, for these statements seem true beyond question, but we judge a group, a school or a community by an outstanding weakness rather than by a corresponding strength, failing to recall a few axioms as we generalize on the youth of today; and it is not fair.

These boys and girls have foresight, not hindsight.

They are on their way to character not arrived, thank fortune, in an immovable groove of traits.

They have not the realization of values nor the sense of proportion that comes only with time and thought.

They have not been self-supporting and do not realize the necessity of thrift and responsibility.

This generalizing "they," however, does not get us anywhere, even in our analysis of the modern youth. They are as varied as the colors of the rainbow, and whereas they are taught in groups and work and play in groups, all influence that counts searches out the individual boy or girl and endeavors to meet specific needs, to develop energy, enthusiasm, dependability, stick-to-it-iveness, and, of course, trained ability in a selected direction.

Our problem as parents and teachers is to find the best way to carry over these traits in the individual to function in the group.

Having introspected a little, let us turn again to watch the crowd. Stand with me in the hall, look at the girls, they are wearing warmer clothing, cut on better, more modest lines than five years ago; their bobbed hair is conspicuous, but after all, sane; the powder and paint is somewhat less noticeable and much more discriminatingly used; extravagance is in evidence in a certain proportion of the clothes worn, and yet lower heels, darker colors, fewer party dresses, all show that taste is developing. Taste is a study and a growth; my taste has changed, and is changing, likewise yours.

Another glance, as they walk along the hall. Who are the admired ones in the student body? Quite evidently the upstanding athlete wearing the school letter—not the stoop-shouldered lazy type; yes, and the senior girl or boy who has received recognition because of some real accomplishments in a play, an article written, a competition or a contest won. Their judgments are not all awry.

Are they clean? Progressively so. The boys or girls emerging into young manhood and womanhood are cleaning up; the seniors, for the most part, have acquired the habit. The "ads" and the movies have assisted to set forth the attractiveness of cleanliness as never before, and have as much weight as the dentist, the doctor and the moralist, if not more.

Are they courteous and mannerly? No, not with the softened, studied thoughtfulness of later years and policies, but with sincerity of motive. They are polite to the few in whose interest they are concerned. Their set is the center of their world. Manners are a growth, and in these days when conventionality is less practiced by those of the so-called 400, and books of etiquette make less impression, we have to seek a new way to inculcate manners. We are all imitators of those we admire, even the best of us, and a pleasing voice, a responsive personality, a self-controlled attitude under all circumstances, carry weight that we cannot measure and are better than tomes of rules and regulations.

You have been watching so far only the outward appearance and actions, the visible manifestations of the group. Let us picture their mental reactions and attitudes.

Are they efficient? I should say so! Watch them cook and cut and sew, take stenographic notes and type them; hear them recite. Come, then, to a cabinet meeting of the upper class girls' club, hear them plan and organize and draw up a constitution, or take up a vital question to be settled. About six weeks ago I sat with three other grown-ups at such a meeting at which about forty girls were present. The question up for discussion was the advisability of using the girls' club rooms at the Y. W. C. A., for dancing parties—a subject surely dear to their hearts, yet settled with cold calculation and without prejudice in

the negative, believing that the best arguments balanced in that direction. Not an older person voiced an opinion through the whole proceeding.

Again, attend a senior class meeting after a day's ferment on the question of a non-dancing party to be given at Christmas time. The first speeches all argue that none will attend a party of any other type; the last, that democracy and Christmas spirit demand a broader attitude—and the vote favors the broader spirit.

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It has been said that they are indifferent to grades. I have discovered that the greater part of this indifference is assumed, for a high school boy or girl rarely likes to expose feeling. They carry off failure with a don't care attitude which would deceive the very wisest. They do care. Many are too sensitive to ask questions about a study which is difficult. Many have home troubles that distract them, making grades impossible. Many have "cases" that are absorbing them for the first time, body, soul and spirit. Occasionally the suppressed emotions, the dynamite, explodes and we make startling discoveries.

After various cautious approaches I learned recently that one of the stupid, sleepy, lazy-looking boys in my class was taking care of a sick uncle and had not slept regularly for at least two months.

I have found several girls going without lunches because of necessity, for the purpose of dieting, and to save for things more greatly to be desired than mere food.

This life nourished secretly is caused by the "disparity between their inner and outer world." They dread criticism; they fear being made fun of; yet they are selfconfident and tremendously idealistic, and this idealism could not attain its goal unless it were more or less hidden.

They hesitate to express their deepest convictions because they mean so much to them, just as you and I would hesitate to express our innermost aversions and sympathies. In their love affairs or school friendships, certainly many of them the finest and most lasting in the world, self-control, and reverence, those greatest inner defences, are not strong enough to steer

them through unexpressed emotional crises, and we grown-ups grope and blunder and fail to get their confidence and to lead them to right judgments because of our neglect, our lack of sympathy for them, our lack of interest in them, or our fear of offending them. We surely should try to have such an attitude that they would want to approach us, and we should hold all such confidences inviolate.

Then our mental tabulation of the composite youth might read:

Idealistic Lacking in judgment Emotional which only perspective can bring

Critical Complex

But— if the hidden springs are tapped, giving us the purest, most sincere reactions to life.

It seems to me I can best conclude this rather sketchy outline of my subject as I see it by suggesting a few thoughts that have proved very helpful to me, when some untoward incident has disgusted me and disturbed my outlook for days:

Life is too serious a thing to be taken too seriously. We must keep our sense of humor and proportion in order to live with young people—yes, to live with anybody.

Dealing with students one must never cease to be a student, to be alive to new ideas and in sympathy with forward-looking interests of the community.

There is no rule which will solve all problems, no patent medicine, no cure-all; we must proceed not by sight but by insight, which is gained only by rigid self-examination, a self-imposed confession beginning, "We have done those things we ought not to have done; and we have left undone the things we should have done," and although we are not exactly miserable sinners, we do belong in a class with the young people themselves who are mightily like us.

The possibilities of our work as parents and teachers are bounded only by our own limitations both of vision and of consecration.

Stop, think, ponder, and recall that history has a strange way of repeating itself.

Engage in normal social companionship with young people, that mutual understanding may be attained.

It is very difficult to find men and women in or out of the home who will draw around them a group of girls or boys; they are too absorbed with younger children, they are too occupied with household cares or diversions; they feel that they are inadequate, or that they are not wanted. I say this in no sense of criticism, but I feel that the greatest good that can be accomplished for boys and girls in this transition period will come from small, intimate groups where the ideas and ideals of the classroom and the home and the church carry over into action, and where the leisure and lack of self-restraint give opportunity for true self-expression. We need leaders of such groups more than we need buildings, supplies, or money.

Education is not information; it is not

power to use information. It is full appreciation of life, the unfoldment of the mind and heart to their best capabilities. That growth comes silently and unaware, in no regulated expected fashion through the years. And the greatest education comes from contagious contact with all things fine and noble in persons, environment, and study. Does it not follow that our last picture of this group of the youth of today, if picture we may call it, is the inner vision of the tremendous hidden strength for good in these boys and girls, waiting to be released, a power so great that channels enough can hardly be opened for its discharge: an inner vision so clear that we no longer see the five per cent of the willful and weak, but the ninety-five per cent of the splendid and fine, and realize with our great optimist, Emerson, that when duty whispers, "Lo, thou must," the vouth will still reply, "I can."

EVERY CITIZEN SHOULD ASK HIMSELF

1. What do I know about the public schools in my town?

2. What kind of education is being given the children? Are the pupils fitted to become honest, law-abiding, self-supporting, patriotic citizens, loving the flag and believing in constitutional government?

3. Are the children taught to think, to reason, to aspire, to idealize, to conquer environment; or are they treated simply as elastic containers for alleged facts?

4. Have we the right kind of principals and teachers? Are they persons of character, personality, optimism, enthusiasm? Are they up-to-date educationally or are they still using the pedagogical methods of ten years ago? Do the children like them? Are they the kind of people I would take into my home? Would I be willing for the men teachers to join my lodge?

5. What do I know about the text-books used?

6. What do I know about the school trustees? Are they the kind of persons I

would trust in a business transaction? Are they real executives, or merely pestiferous busybodies, or cheap politicians, or representatives of special sectarian interests? Are they big enough to keep their personal prejudices out of school affairs?

7. What do I know about the school buildings? Are they fire-proof, sanitary, well-equipped, and adequate to properly care for the school population, or is my town afflicted with that modern abomination, the half-day session? Are the schools used for civic purposes or do they lie idle after school hours?

8. Do I kick about the cost of education? Have I any reasonable understanding of what I am talking about when I sneer at "educational frills and fads"?

9. Do I take any interest in the physical health and moral training of the children?

10. What do I know about the proposed Education bill to be presented to the next Congress providing for a Federal department of education and Federal appropriations for education?

WHAT HAS BECOME OF NEAR EAST ORPHANS?

BY JANE HILL

HAT has become of the 20,000 Near East Relief orphans who were removed from the interior of Anatolia last spring following the evacuation of the Christians from Turkey? Safe in Syria and Greece, thanks largely to American clubwomen, who assumed the greater part of the expense incurred by the removal of these children to zones of safety.

The re-establishment of these boys and girls has brought about one of the most unique phases of child training in the history of the world. There is something essentially dramatic in the fact that these dependent kiddies who have been driven from pillar to post during years of wandering in war-torn, famine-stricken lands are now being given the opportunity to build with their own hands the dwellings that will house them until they are able to take care of themselves. And all the while they are laboring with their hands their minds are grasping the essentials of good craftsmanship and the principles of good citizenship.

A gigantic task this—to give little derelicts in the comparatively short time that is allotted to them in Near East Relief institutions (the average age of the children is eight years) a rounded education that will enable them to earn their own living

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xt rtwhen they reach the age of fifteen or sixteen years. During this period of training they are also contributing in a measure to their own support, but the program is so arranged that it isn't all work and no play. Furthermore their various tasks provide them with lots of thrills as evidenced by their merry, happy faces.

First let's visit the orphans on the island of Syra, 2,000 acres of which have been turned over to the Near East Relief by the Greek Government to house 3,000 little Armenians and Ottoman Greeks-the largest orphanage colony in Greece and the most interesting because it represents to a large degree a child-built community. The selection of this beautiful island in the Ægean Sea, made famous by Homer as the scene of the wanderings of Ulysses, is a particularly happy one, for it is beautifully located and has a climate so balmy in winter that fires are seldom, if ever, needed, thus allowing a far greater economy in fuel than was possible in Turkey. Then, too, there are a number of industries on the island, so that many of the boys can be apprenticed to various trades, thus lessening the expense of their upkeep and at the same time preparing them for self-support.

Syra was begun by a group of 200 of the older boys brought over from Greece and



Near East Relief Orphans Giving Thanks for Their Humble Meal

housed in army tents until one of the buildings was well under way. Then another consignment of juvenile workmen arrived and they were assisted by some refugee labor. They kept on coming week by week, the girls the last of all. On October first 1800 children were carrying on the usual orphanage activities at Syra and by January it is expected that all the children allotted to this island will have arrived. At the time of writing not nearly all the orphanage equipment is in place, but daily lessons are held each day, even though books are scarce and blackboards are about the only school furniture. Lessons are given in the native language of the children. By a queer quirk of fate the Ottoman Greek youngsters have no knowledge of Greek, because the law of Turkey made it mandatory that while they lived in Turkey they should learn the Turkish language. All the older children are taught Greek and English. It is very easy for them to pick up languages quickly because they have always lived in environments where many languages are spoken.

Two or three hours a day are devoted to learning the three "R's" and the same length of time is given to work on the orphanage buildings and other industrial training, with periods in between for gymnastics, folk dancing and swimming. Every child is taught to swim. Juvenile carpenters are working with might and main constructing furniture. Girls are making bedding and necessary clothing, while the younger children are employed knitting stockings to be shipped to the Near East Relief orphans in the Caucasus where the winters are severe. Sheep for the wool are raised on Near East Relief farms maintained for the dual purpose of providing food for the children, and as schools of agriculture for the older boys, where modern methods of husbandry are taught.

Syra is just teeming with industry. Every day you will see long lines of boys with queer arrangements on their backs for carrying stone sufficient to their strength-and no more. They walk in single file up to the scene of construction. Here the stone is removed and laid in place by refugee

stone masons and the boys march back for more. All the stone is quarried on the island, which also furnishes the lime. Glass for the windows comes from Belgium. How wonderful it must be for these little wandering waifs, deprived through the hardships of war of parents and homes, to be actually creating buildings that will house them during the remainder of their adolescence. Even the very little tots have caught the spirit of home making and try with stones and sand to mould little houses

during their playtime hours.

When finally completed the Near East Relief colony at Syra will include six dormitories, a bakery capable of turning out 8,400 pounds of bread a day, a laundry, a public bath, following the Oriental custom, school and work shops, and a hospital. All the buildings are very simply constructed of gray stone with red tile roofs and have chipped marble and stone stair-The hospital was among the first buildings erected and is unique inasmuch as it is the only Near East Relief hospital built to serve the purpose for which it is used, all the other hospitals being makeshift buildings converted to hospital needs. Some of them have no running water or other conveniences which we are accustomed to think of as necessities, but which are regarded as luxuries in that part of the world.

Altogether impoverished Greece is caring for about 13,500 of the Near East Relief orphans removed from Turkey. They are scattered among the islands of the Ægean Sea and are living in all manner of buildings from warehouses to palaces. Several hundred are occupying the palace of the former Kaiser at Corfu, originally built for the Empress Elizabeth of Austria. Another large group is quartered in the Old Palace at Athens. Palestine and Persia continue to be orphan centers, while the largest orphanage of all is at Alexandropol, where 20,000 boys and girls are occupying 200 buildings built by the late Czar of Russia to house the flower of his army. The parade grounds of the crack troops of Imperial Russia are now the playgrounds of homeless little children under American care. The flag of old Russia with its broad stripes of white, blue and red which once waved over the barracks has given place to the Stars and Stripes. Race hatred and race prejudice are being forgotten in the pursuit of peace-time accomplishments.

60,000 children in orphanages throughout the Near East are under American protection. Of this number 85 per cent are less than fourteen years of age, which means that American philanthropy which initiated the task will have to look after the children from five to ten years more. To lessen the expense of the children's upkeep the Near East Relief is inaugurating an industrial program which, when perfected, will not only train the children in industry, but will make it possible for them to dispose of some of their work in this country.

Meanwhile the children must be fed. So the Near East Relief is asking the mothers of America to serve in their homes one "orphanage dinner" in December, in place of the usual Sunday dinner of chicken, ice cream, cake and all the other goodies, and give the difference in cost as a contribution and thank offering for the pur-

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chase of food for the orphans of the Near East. The serving of this "Golden Rule Dinner" will awaken the interest of American children in their unfortunate little brothers and sisters across the sea and make them more appreciative of their own advantages. Recipes for the preparation of a typical orphanage dinner will be supplied on request by the national office of the Near East Relief, 151 Fifth Avenue, New York City.

Here are four dinner menus such as one may see served any day in a Near East Relief orphanage. Won't you serve an equally simple dinner to your family December second?

GOLDEN RULE DINNERS

Mutton stewed with Potatoes and Onions. Bread, about four ounces.

White Beans and Onions cooked together, with two tablespoonsful of Olive Oil stirred in towards the end of the cooking. Bread, about four ounces.

Mutton stewed with Cabbage and Carrots and Onions. Bread, about four ounces.

Rice Pilaff (Rice boiled in tomato juice), Onions and String Beans cooked together. Bread, about four ounces.



Near East Relief Orphans Arriving at Syra

THE NEED OF TRAINING FOR PARENTS

BY GEORGE E. JOHNSON

EDITOR'S NOTE: In view of the topic chosen as the general theme for the next national convention—"Training for Parenthood"—this article by Prof. George E. Johnson, of the Graduate School of Education, Harvard University, is of special and timely interest.

Do you know," said a parent recently, "I believe it is getting to be more and more difficult to bring up children. Why, parent-craft requires about as much knowledge as a profession."

"Yes," was the reply, "it requires the knowledge of several professions. Once upon a time it was a simpler matter. My grandfather and grandmother, on my mother's side, reared eleven children successfully. My grandfather was a farmer, a lay Methodist preacher, a Justice of the Peace, a mender of harnesses, a cobbler of shoes, and pulled his neighbors' teeth. My mother had as an heirloom the crude forceps, or hand-forged turnkey, provided with a hinged iron claw, by means of which the primitive dentist gripped hold of the aching member and literally twisted it out of the sufferer's jaw.

For those days, Grandfather was a successful dentist. I imagine he would be regarded somewhat differently today. He was a successful father, but I doubt that he could have reared his children so happily by his methods under present-day conditions.

Now I do not mean to imply that there is any similarity between rearing children and pulling teeth, but I do think that this illustration suggests food for thought. Society has gradually and consistently come to require higher standards of knowledge and attainment for certain responsibilities and duties. If a man would practice law, or fill a tooth, or write a prescription for a sick horse, or carry our mail, he must conform to standards of knowledge and efficiency fixed by law.

Not so for the task of rearing children. The law sets no standards of knowledge, skill, or proficiency for the practice of parenthood.

Yet the supreme responsibility, the grav-

est obligation, the highest duty that come to most men and women, come to them as fathers and mothers. Do we need to train for fatherhood and motherhood?

Some say that Nature provided the essential knowledge for the practice of parenthood. It is quite true that skill and wisdom of parenthood progressed far under a "letit-alone" method; parent-love and common sense safeguarded childhood not altogether badly through the ages of man's progress. But here is something for us to consider. viz., that parental love and common sense have not increased appreciably, if at all, in recent generations, while complexities, difficulties, and dangers in physical, mental and moral and social adjustment have constantly and tremendously increased. Each generation of parents finds new problems of greater complexity added to those that preceded, until mother-instinct and grandmother-lore are no longer adequate for their solution.

Some who agree that Nature has not alone provided sufficiently for parenthood say with respect to the need of training for parenthood, that public education is helping out the home as never before and that the great body of highly trained and efficient teachers supplies what parents never could.

It is true that the school interests itself far more than formerly in the general welfare of children and assumes many functions formerly left to the home. I well remember how, a quarter of a century ago, a young superintendent of schools in a small town in this Commonwealth, succeeded in interesting the dentists in making an examination of the teeth of school children. The results of that investigation proved astounding to the dentists, the teachers, and the public generally. One of the dentists offered a dental chair at a small expense

for use in one of the school buildings and each of the dentists donated a morning a month for examining and remedying the defects of the children. When the matter was reported to a charity organization of the town, a prominent member of the society, and successful business man of this city, met the proposal with the objection that there was no more need of establishing a dental chair in a school building than for establishing a barber's chair. The only reply that occurred to the astonished superintendent was that the gentleman had perhaps a very exaggerated regard for a haircut or a very meager one for the care of the teeth of children.

Surely it is a far cry from that point of view to the present attitude in many public schools of our Commonwealth which are doing so much for child betterment.

But in spite of the many things that the school is doing to relieve the responsibility of the home, it should be remembered that, after all, the school has a child for hardly more than one-fifth or one-sixth of the waking hours of the year, while the home must still bear the brunt of the burden and in a far more intimate and subtle way. For the most part still, only by hap or mishap, do future fathers and mothers learn to manage well or ill the children they may have. Our high schools generally do not recognize in their courses, directly, the need of training for parenthood. Rarely does a college admit for credit towards a diploma any study that applies directly to fatherhood and motherhood. A student may prosecute a study of the digestive apparatus of a crawfish or how long it may take a decapitated angle-worm to grow another head, and whether, perchance, it may be a better head than the first one; but how a child behaves and why he behaves as he does and how the behavior may affect his after life, these are questions still often left to friends or grandmother-lore to answer.

More important still, the first years of life are generally spent entirely in the home. Increasingly these years are coming to be regarded as the most important of all in determining health and personality. Three-fourths of all the deaf, says Dr. Ge-

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sell, a considerable portion of all the blind, one-third of all the crippled, three-fourths of all those defective in speech come to their handicaps in these years.

Not alone does the body suffer, but the soul as well. The great fundamentals of personality and character, says an eminent psychologist, are practically finished with a child's first pair of trousers; a child may be made or broken by his fifth birthday. For the most part, the home and not the school determines the great issues of individual life. In all the hue and cry for better schools and better teachers, we should hear one clear note for more efficient homes and parents.

I wish it were possible to give an estimate of the extent that grandmother-lore, good and bad, is the guide of parents instead of scientifically established knowledge, such lore as, "a crying infant is always in need," encouraging thumb-sucking, managing children through fear, "the boogey man will get you," authority without reason, "because I told you so," treating children as inferiors, breaking the will, not sparing the rod, but spoiling the child, lying to children because they don't understand, exposing to children's diseases to have them over with, not knowing that it is many times as dangerous to have measles in the earliest years of life as it is in later childhood, or that whooping cough in the first year of babyhood is more dangerous than small-pox to an adult. While, as Woods Hutchinson said, it isn't so very dangerous to be alive, in many localities it is twice as dangerous to be a baby under a year of age as for an adult to have typhoid fever. A young father and mother who were trying to rear a child in accord with what enlightenment they could get found their methods much disapproved of by their hired woman, who had had much experience as the mother of twelve children. Finally the young mother said, "Now, Martha, tell me about your children. Where are they now?" "I lost all of my children but three," said Martha, whereupon the young parents hesitated to substitute Martha's methods for their "newfangled ways."

It is the recognition of the need of training for parenthood that has led to various measures for child-welfare and parental training. "Baby-week" and "better babies" contests have interested and influenced many thousands of parents. The Federal Board for Vocational Education has published and sent out broadcast most excellent literature on the care and training of children. Mother-craft schools, schools for home-making, the Y. W. C. A., Chautauqua, Parent-Teacher Associations, Mothers' Meetings conducted by Kindergarten teachers, and correspondence courses, have extended opportunities within the reach of many. But it remains a deplorable fact that our colleges, including state universities, and our great public education system, wherein lies our chief hope, have made but meagre provision for education for parenthood. It does not seem to me that we can legislate men and women into being good parents; parenthood at its best can be only a free-will offering. Nor can we leave it to scientists to rear our children; they must be reared by fathers and mothers in the home.

Dr. Holmes suggested that a child's edu-

cation should begin with his grandparents. Surely, in comparison, it is a modest proposal to have his education begin with his parents. "It is always a race between education and catastrophe," says H. G. Wells. A good way for education to gain a lap on catastrophe is through a better preparation for parenthood.

The very last words of the Old Testament are these, "And he shall turn the heart of the fathers to their children and the heart of the children to their fathers lest I come and smite the earth with a curse." Where shall future parents get that knowledge and understanding of children, that sympathetic honesty that shall turn the hearts of parents and children to each other?

That astute and efficient old rascal, as he appears to me, Bismarck, said a wise thing, "What you wish to have in the nation you must put into the schools." It seems to me that our high schools and our colleges and state universities might greatly increase their contribution, if they would work towards better parents, better homes, better babies, better children, better men and women, better nation, better world.

RECREATION IN A RESTLESS AGE

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An Address by Eugene T. Lies, Special Representative, Playground and Recreation Association of America, before the National Congress of Mothers and Parent-Teacher Associations at Louisville, Ky., April 24, 1923

To VERY acute perceptions are needed to enable any one to see that we are living in a restless age. The signs of it are on every hand. A four-year, world-wide debauch of man-killing could leave no other effect in its wake than an international pounding headache and a confused wonderment as to whither we are drifting, whether toward the millennium or toward chaos.

The unity of marshalled forces seems often to have given way to centrifugal scrambling of groups and individuals.

The youth of our day is asking searching questions of the elders as to the very purpose of life. It is casting aside old sanctions, it is hammering away at what many declare to be the very ramparts of civilization. It is fed on wonders from infancy up, and is ever praying lustily: "Come on, give us this day our daily thrill." The 100,000 youthful delinquents who go through our courts yearly and the existence of 300,000 adult professional criminals in the United States are further indications of the fact that we are a "restless people." Our crime bill runs up to at least a billion and a quarter dollars per year.

In industry, the almost universal use of the automatic machine, which calls not for brains but only for muscular dexterity on the part of the worker, is destroying creative ingenuity and producing revolt in great numbers of toilers, who necessarily, therefore, demand all kinds of excitements as a means of spiritual compensation.

The sudden change from a national wet to a national dry, or rather, "near-dry," era is undoubtedly figuring in the restlessness of our time, and it behooves us to apply effective substitutes for producing those human satisfactions supposed to have been supplied by King Alcohol.

Again, alienists are crying out louder than ever before to us Americans that we are living too fast in this complex age, and that we must either get into lower gear or be prepared to build ever-more sanitaria and asylums to take care of the increasing number of nervous wrecks. The abnormal people of all types, now in public institutions, are already costing the taxpayers over \$3,000,000 per year.

It is clear enough from the evidence at hand that what we need in our beloved America is a widespread application of such influences as will steady and upbuild human life and satisfy legitimate deep instincts of our people. In self-expressive recreation can be found just such influences. For the child play is creation. Deprive him of it and you check normal growth and ability to meet the distracting, down-pulling tendencies of our strenuous era. For the adult play is recreation. It makes him over, mellows him and prolongs his life.

Commercialized amusements together form one of our biggest industries, and unfortunately absorb too much of the leisure time of the people. Seventy-four thousand persons attended the opening of the baseball season in New York. Nearly 20,000 go to the movies every day, and while we do not oppose wholesome profitmaking amusements, we do point out that, in view of the prevailing conditions, the great need of the hour is for self-participation "in the game." Muscles shrivel for want of exercise; get out on the vacant lot and bat the ball and run the bases. The craving for happy companionship, improperly satisfied, can lead to the morals

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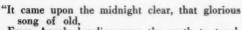
court, or if wholly unsatisfied, to the asylum; get into the social center or the neighborhood club, and have that jolly good time. The inner demand for a chance to create something beautiful, if quenched, means irritation and possible outbreak; go where they sing together, get an instrument though it be only a mouth-organ or ukelele; buy a box of paints and start something; or contrive to get a part in that play or pageant they are putting on at your church.

The Playground and Recreation Association of America is trying to arouse the leaders in the church, the school, the women's organizations, parent - teacher, civic, labor and commercial bodies, as well as public officials, to the tremendous possibilities in the field of recreation for meeting some of the needs of our time, especially now when there is more leisure to dispose of than ever before in our history on account of the eight-hour day and the prevalence of labor-saving devices.

The organization which I represent is ready, with its seventeen years of experience, to help cities and towns to understand their play needs, formulate community programs for leisure-time activities, in which all organized groups can have a part. The results will be more parks and playgrounds, larger use of the schools during evening hours and of the churches and clubs as community centers, wider service by the Y. M. C. A., Y. W. C. A., Boy and Girl Scouts, etc., thus promoting health, happiness, morale and satisfaction of all the people. Crime will be nipped in the bud. The loyalty of the people to their home town will be stimulated. Much of the "wreck" will be taken out of recreation and more "unity" will be put into the community. The city without a play program as part of its municipal plan is like an ostrich with its head in the sand. It fails to see its danger. It is pleasanter to pay a recreation bill than a crime bill, and so much cheaper. In this field lies not only a responsibility of first-rate importance for our public officials and civic leaders, but also an opportunity of the richest imaginable sort. Will they grasp it?

A CHRISTMAS CUSTOM

BY MARGARET KIMBALL



From Angels bending near the earth to touch their harps of gold."

cross the crystal star-lit night the hymn rings out, and children and grown--ups too, go to their windows to stand for a moment beneath the wreaths of holly or behind steadily glowing candles. All they see is a still, white world with deep shadows lying warmly on the snow and quiet stars behind the tree-tops, but they know that it is Christmas Eve, and in the old hymns and carols rings the spirit that floated across the Judæan plain on that first Christmas Eve so long ago. The distant musicians are not angels, however, nor even trained singers, but a group of high school boys and girls singing with all the fresh enthusiasm and sweetness and power of their Christmas happiness.

Singing carols on Christmas Eve or very early on Christmas morning is an old custom that developed in Europe during the thirteenth century. The Minnesingers and Troubadours preserved the language and the history of the people through songs and stories. These wandering minstrels did much to preserve for us the legends of the race and were a natural part of the new interest in learning which came with the Renaissance. In England the Dominican and Franciscan friars were the writers of songs, and it was they who carried from place to place the news of the day. With these actual accounts of brave deeds and stories of local interest were associated many of the teachings of the church and many of the stories which had grown up about the biblical characters and saints of early Christian history. Later these wandering minstrels were not connected with the monasteries but were merely poets and singers who found this a pleasant and profitable way of seeing the country and meeting their neighbors. Still later the Christmas "wayghtes" or "Waits," as they came to be called, sang the old hymns and carols with religious fervor plus a good

deal of mercenary aspiration. The nobles and people of wealth rewarded them liberally for the singing, and so eventually the custom died out because it had been commercialized and lacked the spirit which had made it beautiful.

In many places to-day these customs are being revived and fortunate indeed we are that it is so. "Carol singing" on Christmas Eve is becoming an established thing and in many places groups of happy neighbors go through the snow to sing beneath the windows of other homes. The nurses in one of the largest hospitals in the East sing carols early every Christmas morning under the windows of the Superintendent and staff physicians, and on Christmas Eve sing softly outside of certain wards. Many a Sunday-school class or high school group, or troop of boy or girl Scouts look forward to the carolling as one of the happiest parts of the Christmas holidays, and it is always more fun for them if there is a sympathetic teacher or parent or other grown-up to lead the group and see that they get safely home afterward. After the carol singing hot cocoa and cookies at the home of the grown-up add a good deal to the festivity of the occasion, and it is a good idea to see that wet shoes and stockings are dried out, and frosty people thoroughly warmed before they wish each other "Merry Christmas" and go back to their own homes.

Whether or not you know who lives in the homes where you plan to sing matters not at all at Christmas time. Whether or not you know the carols matters a great Singing out-of-doors is great fun when you can hold your head up and look across the snowy world and sing because you know and love the carol. It becomes a cold and joyless proceeding if you are not warmly clad and if you must hold a book or sheet of music in your hands. Carol singers should wear warm boots and two pairs of woolen stockings, gloves, and a warm sweater and coat. Then, having learned your carols by heart, having determined where you shall sing them, you can forget the cold and enjoy the singing.

A few of the old familiar Christmas hymns should be included by any group of carollers, as: "Oh, Little Town of Bethlehem," "Oh Come, All Ye Faithful," "Joy to the World," "Hark, the Herald Angels Sing," and "It Came Upon the Midnight Clear." These are familiar favorites found in any hymnal and fit naturally with the older traditional carols. Some of the loveliest of these are: "The First Noel," "We Three Kings of Orient Are," "Good King Wenceslas," "God Rest Ye Merry Gentlemen," and of course, "Holy Night." The words and music of these last may be found together in a booklet published by Oliver Ditson Co., and called "Ten Traditional Carols," costing about ten cents. Now by this we do not mean that all of these should be used at each stopping place. Two or three at most are plenty, but do not be afraid to sing all the verses of those that you do sing. The carols are for the most part complete stories and cannot be broken apart. People love them and are always glad to hear again the great expressions of thought coupled with lovely music. Better to sing only two all the way through than chopped up bits of half a dozen. This habit of singing "the first, second, and last verses," is not one that may be used promiscuously without sadly spoiling the beauty of many of the old hymns.

A few men with strong voices do a great deal to help in any group of grown-ups who are carolling, for it is a little harder, sometimes, for them to forget themselves in the joy of singing, than it is for the Carolling does not, however, mean finished production. It means sweet, happy voices ringing through the evening or early dawn to proclaim "Joy to the world," and any group who can sing to shut-ins and discouraged men and women will find somehow that Christmas means more to them for the doing. If we cannot go out among our friends and neighbors we can sing Christmas carols in our own homes, but wherever we are, or whatever our circumstances, any adequate means of expressing what is in our own hearts gives a new meaning to the angels' song, "Glory to God in the highest, and on earth, peace, goodwill to men!"

SUCCESS

A Message from the Secretary of the Treasury to the People of the United States

EVERY boy and girl must have certain assets to achieve success. Not material assets alone, but assets of character. Among the most important of these are ambition, industry, personality and thrift.

"Ambition is the will to attain something. The desired object may be knowledge, or honor, or power, but whatever it is, the ambition to reach it must be backed up by the willingness to work for it. Mere wishes accomplish little without the aid of earnest application and industry.

"The asset of personality is more elusive, and seems to be born in some people without any effort on their part. But, on the other hand, it may be acquired by everyone who will concentrate on his career and

not let it be marred by carelessness and indifference.

"To save part of what one earns is another vital element in a successful life. Savings are not only insurance against the turns of fortune, but also a means of seizing golden opportunities, which are so often lost through the lack of a small amount of capital.

"This brief sketch of some of the necessary qualities should be enough to show that there is no easy road or short cut to success. It means constant hard work and saving, and many sacrifices, but it is really worth them all through the ultimate feeling of accomplishment and the lasting happiness which it brings to its possessor."

ANDREW W. MELLON.

A CHRISTMAS CUSTOM

BY MARGARET KIMBALL

"It came upon the midnight clear, that glorious song of old,

From Angels bending near the earth to touch their harps of gold."

cross the crystal star-lit night the hymn rings out, and children and grown--ups too, go to their windows to stand for a moment beneath the wreaths of holly or behind steadily glowing candles. All they see is a still, white world with deep shadows lying warmly on the snow and quiet stars behind the tree-tops, but they know that it is Christmas Eve, and in the old hymns and carols rings the spirit that floated across the Judæan plain on that first Christmas Eve so long ago. The distant musicians are not angels, however, nor even trained singers, but a group of high school boys and girls singing with all the fresh enthusiasm and sweetness and power of their Christmas happiness.

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Whether or not you know who lives in the homes where you plan to sing matters not at all at Christmas time. Whether or not you know the carols matters a great deal! Singing out-of-doors is great fun when you can hold your head up and look across the snowy world and sing because you know and love the carol. It becomes a cold and joyless proceeding if you are not warmly clad and if you must hold a book or sheet of music in your hands. Carol singers should wear warm boots and two pairs of woolen stockings, gloves, and a warm sweater and coat. Then, having

learned your carols by heart, having determined where you shall sing them, you can forget the cold and enjoy the singing.

A few of the old familiar Christmas hymns should be included by any group of carollers, as: "Oh, Little Town of Bethlehem," "Oh Come, All Ye Faithful," "Joy to the World," "Hark, the Herald Angels Sing," and "It Came Upon the Midnight Clear." These are familiar favorites found in any hymnal and fit naturally with the older traditional carols. Some of the loveliest of these are: "The First Noel," "We Three Kings of Orient Are," "Good King Wenceslas," "God Rest Ye Merry Gentlemen," and of course, "Holy Night." The words and music of these last may be found together in a booklet published by Oliver Ditson Co., and called "Ten Traditional Carols," costing about ten cents. Now by this we do not mean that all of these should be used at each stopping place. Two or three at most are plenty, but do not be afraid to sing all the verses of those that you do sing. The carols are for the most part complete stories and cannot be broken apart. People love them and are always glad to hear again the great expressions of thought coupled with lovely music. Better to sing only two all the way through than chopped up bits of half a dozen. This habit of singing "the first, second, and last verses," is not one that may be used promiscuously without sadly spoiling the beauty of many of the old hymns.

A few men with strong voices do a great deal to help in any group of grown-ups who are carolling, for it is a little harder, sometimes, for them to forget themselves in the joy of singing, than it is for the Carolling does not, however, mean finished production. It means sweet, happy voices ringing through the evening or early dawn to proclaim "Joy to the world," and any group who can sing to shut-ins and discouraged men and women will find somehow that Christmas means more to them for the doing. If we cannot go out among our friends and neighbors we can sing Christmas carols in our own homes, but wherever we are, or whatever our circumstances, any adequate means of expressing what is in our own hearts gives a new meaning to the angels' song, "Glory to God in the highest, and on earth, peace, goodwill to men!"

SUCCESS

A Message from the Secretary of the Treasury to the People of the United States

Every boy and girl must have certain assets to achieve success. Not material assets alone, but assets of character. Among the most important of these are ambition, industry, personality and thrift.

"Ambition is the will to attain something. The desired object may be knowledge, or honor, or power, but whatever it is, the ambition to reach it must be backed up by the willingness to work for it. Mere wishes accomplish little without the aid of earnest application and industry.

"The asset of personality is more elusive, and seems to be born in some people without any effort on their part. But, on the other hand, it may be acquired by everyone who will concentrate on his career and not let it be marred by carelessness and indifference.

"To save part of what one earns is another vital element in a successful life. Savings are not only insurance against the turns of fortune, but also a means of seizing golden opportunities, which are so often lost through the lack of a small amount of capital.

"This brief sketch of some of the necessary qualities should be enough to show that there is no easy road or short cut to success. It means constant hard work and saving, and many sacrifices, but it is really worth them all through the ultimate feeling of accomplishment and the lasting happiness which it brings to its possessor."

ANDREW W. MELLON.

THE PARENT-TEACHER ASSOCIATION AS A CONSTRUCTIVE AGENCY

EDITOR'S NOTE.—This address was delivered at Cleveland by Superintendent Jones, of the Cleveland Public Schools, Ohio, and is published by request of the editors. The Cleveland Parent-Teacher Association entertained the Board of Managers of the National Congress of Mothers and Parent-Teacher Associations during the time of its business sessions in October, and arranged the public meeting which was addressed by Mr. Jones.

It is much easier to stand the pinch of adversity than the fruits of prosperity. The children of the United States are entired in the first state of the United States are entire the first state.

joying the fruits of prosperity.

It is a big task with the pleasures at hand for parents to forego the stimulation of the theatre, the motor car, fine wearing apparel and lead the simple home life that will keep the family life centered upon improvement as against entertainment. Congested living and congested work call for relaxation from the hurry of the day, and the inviting opportunities everywhere about us tempt to the life that is temporary and passing, while the things of worth that really give satisfaction are overlooked. Education, if really valuable, is more than a preparation for making a living or for accumulating wealth. This is easy to say, but hard to sense. Parent-Teacher Associations may perform a giant task by aiding the home in sensing its responsibility to the child. The greatest satisfaction that can come to mortal being is consciousness of power that comes from applied education.

The temptation is strong for the school to become a corrective force rather than a constructive force. It is true that management and teachers will blunder and at times fail, but as in curing diseases—the local application of liniment will hardly assuage a rheumatic pain caused by an abscessed tooth. The fundamental requirements in a school system are conservative and intelligent management, a strong personnel throughout the schools and a clear view ahead to determine what constitutes an education for life and service. The petty mistakes and blunders will come and go, the school management and teachers alike are as unhappy in these as the parents can possibly be, but the big matter first of all is to secure for the schools the best men and women available for the Board of Education.

DON'T SCOLD-STUDY

Let the Board determine the character and extent of education the community can afford. Let the Board know your wishes on this matter. Don't whip your Board to action through the public press. Study what is not good for your city or for your children. Invite your Board members to your meetings and, if you wish, invite your school management to your meetings and discuss with them matters of policy for your schools-matters such as these: general, versus special, education; the advisability of a twelve-month year; a larger provision for health and recreation; cheaper or more expensive buildings; free text books; the distribution of the budget: the age limit for compulsory education; the pay and conservation of the teaching staff, etc.

Talk with your Board members as you would with your neighbor; they are all made from clay as you and I. Don't scold them; inform them and advise with them. Read educational matter such as that by H. G. Wells in the October number of the American. Go to your libraries and find what there is to read on educational affairs. Get your men's and women's organizations to aid in getting constructive measures upon which there is common opinion framed into laws or set in action; study legislative bills and determine whether you can support them or not, and then act. It is not worth your time to fight for petty disorders when there are important matters to understand and support or defeat. Study and investigation will add to your own store of valuable information and you will enjoy a large measure of satisfaction in real accomplishment of a permanent good for a wide range of pupils and parents.

Do you ever think of teachers as missionaries? They are frequently more than that. The bulk of them are women. What price do they pay? They forego the joy of children and home; that is the maximum sacrifice, save life itself, for many. Do we set about to express our appreciation of them? Sometimes. But you would be amazed to know how little they have beyond food, clothing and shelter, and

these in limited supply in many cases.

In addition many of them are relieving the public from the support of aged or dependent parents. Encouragement and appreciation of generals bestowed upon the soldiers have won most of the great battles.

There is no end to the opportunities for leadership in the community and you can make no surer, safer investment for your children and for your country.

TEACH THE CHILD TO PLAY

BY BLANCHE WALSH

T is an astonishing fact that, in spite of modern educational methods, which are calculated to regulate, so to say, the first footsteps of the child and make possible the greatest of boons, moral and mental discipline from the cradle up, the output of spoiled children remains as plentiful as ever: little ones, deliberately deprived of their birthright of happiness, with the pitiful mission of making everyone around them uncomfortable—a race of little grumblers, spending the years most necessary for itself-developments in futile complaints and useless ill-tempers. However, it must be said in palliation, that they are more sinned against than sinning.

An experienced kindergarten teacher, who was called in to several cases of impossible children, in which nurse was always flitting and mother on the verge of breakdown, had this experience: She discovered in the case of her charges, Billy, a boy of four, and Jane, a pretty child of two, that they were both suffering from an acute case of "nostalgia for the land of the makebelieve," in other words, neither of them knew anything about play. Jane was given to tempers and long spells of weeping, for there were no interests to divert her mind from the sorrows of medicine-taking, the daily nap, or going to bed "when the grown-up peoples' feet still went past her on the street." Small wonder at her despondency when she could not take in hand a toy that brother did not claim as his by right of superior strength. Without other self-employment, Billy's main ambition was to make life miserable for sister, even to throwing himself in front of her carriage, when she was about to be wheeled out for an airing. Although the nursery was decorated with a frieze of illustrations from the Nursey Rhymes, yet children's literature was a closed book to both. Billy was impossible, because his mind was left an absolute blank, as far as early training was concerned.

After the toys had been excavated from oblivion, and suitably arranged, Billy was initiated into block building on rainy days and soon became an enthusiast. Jane's first impulse was to repel and even mistreat her doll. Within six months, however, under Miss N.'s tutorship, Jane had developed a tender concern for her dolls and her brother had found so many other interests that he was inclined to overlook sister altogether. After both had learned to recite the Nursery Rhymes, Billy's curiosity in child literature became so marked as to be embarrassing to his tutor, who found herself obliged to read up. At supper-time, every evening without fail, Billy rapped on his plate, not for more of his favorite dish, as might be supposed, but for an Uncle Remus "bedtime story." Jane no longer felt herself lonesome in her nursery, for she had found a roomful of very interesting companions in Humpty Dumpty, Little Boy Blue, etc., the sight of which banished tears more than once.

Not only did both children acquire good manners, but, which is more to the point, they grew as happy as the day was long.

SAFETY EDUCATION

BY HARRIET E. BEARD

State Chairman, Safety Education, Michigan Branch

URING the interval of one year since the last convention of the Michigan Parent-Teacher Associations, approximately five hundred children under fifteen years of age have been killed by accidents in Michigan and thousands have been injured. Compare this total of half a thousand with the number of patients in some hospital of your city or with the number of graves in your local cemetery and you will have some conception of the pain, suffering and loss caused by this needless slaughter of our children. home, no school, no community is safe from the menace of sudden and violent death to its youthful members. From contagion our children are most carefully protected but to the far greater danger of death from accident very little thought is given and few precautions are taken to insure safety. In every part of the state conditions are ripe for home accidents, for falls, for the fatal burning or scalding of babies and for automobile accidents on the streets. Before you assemble again a year hence, five hundred more children, perhaps your own child among them, will have perished needlessly through preventable accidents, unless prompt precautions are taken for their protection. Two measures, equally urgent and vital, must be undertaken: every individual home must be carefully inspected and made free from accident hazards; every child must be educated in safety principles. In regard to safety education Warren Gregory, an eminent San Francisco lawyer, declares: "The question (of traffic hazards) must be solved fundamentally by a change in the character of the education of our children. They must be taught from the earliest years instinctive care and a full appreciation of danger. Accidents, it would seem, may be avoided only by a behavior so fixed that it becomes second nature."

Newspapers and magazines give constant evidence of the awakening of the American people to the seriousness of the accident situation and of a public demand for Safety Education. Wherever Safety Education is demanded by parents, schools are endeavoring to respond to the need. Experience proves that Safety Education is a potent means (and in fact the only means yet discovered) of reducing the number of accidents to school children. In Detroit the annual number of these fatal accidents has been reduced from 96 to 36 in four years, in spite of an enormous increase in the number of automobiles licensed and a heavy increase in the school population.

In regard to the promotion of Safety Education in our organization during the past year: the monthly bulletin has fulfilled its responsibility of providing safety material, ideas and suggestions for carrying on this work; in every issue space has been devoted to emphasize the importance of saving lives by teaching children how to avoid

accidents.

For the promotion of safety in your community the ensuing year, the following suggestions are offered:

- 1. Inspect your own home, yard and neighborhood, to see if conditions are free from accident risks and if the children are provided with sufficient facilities for safe play.
- 2. Select the safest route for your child to travel between school and home and insist that he follow it invariably without loitering on the way.
- 3. Start the children to school on time and they will have a better chance of reaching there in safety.
- 4. Set a good example by learning the traffic rules and observing them at all times, by obeying the traffic policemen's signals, by refusing to take a chance when walking or driving on the streets or crossing railroad tracks.

 Introduce Safety Education in the schools of your town and encourage the participation of the children in safety activities. This is a greater motive force for safety than any formal instruction given by teachers. A school boy acting as safety patrol helping younger children across the street, is the best argument for Safety that Parent-Teacher Associations can present to the community.

RURAL SCHOOL PARENT-TEACHER ASSOCIATIONS

Every program of work for Parent-Teacher Associations should bear in mind the ideal relationship between the association and the school itself. The value of the Association does not consist in telling professionally trained teachers how to carry on the work of the school, but it consists in carrying into the home the atmosphere of the school and into the school the devotion and social sympathy of the home. It can impress upon the student body a strong realization that the home and school have a common interest in the development of true manhood. The Association may become a means of adjusting misunderstandings or antagonism that may arise between school and home, by carefully working them out between parents and teachers, and may help to create sentiment for a united moral and financial support of the whole school program. In working out this ideal relationship the following activities may be legitimately carried on by the Association:

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1. To improve rural schools. To study the effect of consolidation as a means of improvement.

2. To stand squarely behind every effort made by our County School Commissioner and County Boards of Education as well as the State Board of Education to standardize and better classify our elementary schools.

3. To advise each local association to have a committee whose business it is to report cases of non-entrance and non-attendance coming under the compulsory school law.

4. To heartily endorse that form of vocational training in each school which fills the particular needs of its local community. (Some schools need agriculture, some mechanics, some textiles, some housekeeping,

woodwork or domestic science. What is the real need?)

5. Get into every community not only the "Go to High School" idea but the "Go to College" idea.

6. Make definite plans in each community for good libraries in the schools, and further encourage more reading in the homes for all members of the family by magazine clubs or other means.

7. Urge the need of parents visiting the schools. Let each association appoint visitors or get parents to pledge themselves to go, or use other means of accomplishing this end. This visiting should have for its object the acquainting of the parent with the work of the school so that the home activities may be brought into the fullest possible harmony with school work.

8. Educate public opinion to the necessity of encouraging the health department in its campaign of education to eliminate bad teeth, tonsils that are diseased, adenoids and contagious diseases.

 Encourage simple dressing and wholesome pleasures, asking that parents enter into the social activities of their children and open their homes to the social life of the youth of the community.

10. Approve systematic physical training in every school.

11. Try by every means possible for a 100 percent membership in the Parent-Teacher Association in each community.

12. Bring before the professors of education in our colleges the significance of the work of Parent-Teacher Associations, with a view to acquainting the prospective teachers with the value of the Association. Then encourage Associations in college communities to invite seniors in the Education course to their meetings.—(Courtesy North Carolina Parent-Teacher Bulletin.)

Department of the National Education Association WHY THE PUPIL FAILED

BY JOY ELMER MORGAN

Managing Editor of the Journal of the National Education Association

THE advance of civilization can be measured by its attitude toward childhood. It is difficult to realize what a vast change there has been in the status of the child since Dickens wrote Oliver Twist in 1838. Ignorance and abuse are still far too common, but in civilized countries there is increasing understanding of the needs of childhood by people generally. Science and education are fast clearing away superstition, tradition, and guesswork.

Misconduct that was once charged to witchery or pure meanness or stupidity is now cause for consulting the physician, the surgeon, the dentist, the oculist, or even the psychological expert. Children are thus saved much brutal punishment for what they cannot help. What was formerly considered failure to carry out instructions is now seen to result from lack of physical tonicity. Regulation of habits of sleeping and eating and playing take the place of the old-time punishment and repression.

Generations that invented such dicta as "The child is to be seen and not heard" have passed on to be followed by generations that spoiled countless children by too much attention and pampering. The present-day parent at his best goes to neither of these extremes. He frankly recognizes that children grow by expression and activity. Through well-balanced participation in the activities of home, school, church, and community, he seeks to give the child experience in working, playing, thinking, care of self, co-operation, loyalty, self-direction, and other positive qualities that are of increasing importance as our social life becomes richer and more elaborate.

In spite of sentimental recollections of

the "Good old days" teachers handle pupils with increasing insight and success. The vast sweep of change in educational method during the last five centuries is well set forth by H. G. Wells in a recent number of the New Republic. He refers to the three chief periods as (1) the phase of compulsion, (2) the phase of competition, and (3) the phase of natural interest. Referring to these periods, he writes: "They overlap and mingle. Mediæval teaching being largely in the hands of celibates who had acquired no natural understanding of children, and young people who found them extremely irritating, was stupid and brutal in the extreme. Young people were driven along a straight and narrow road to a sort of prison of dusty knowledge by teachers about as distressed as themselves. The mediæval school went on to the chant of rote-learning with an accompaniment of blows, insults, and degradations of the The Jesuit schools, to duncecap type. which the British schools owe much, sought a human motive in vanity and competitions. The class list with its pitiless relegation of two-thirds of the class of self-conscious mediocrity and dufferdom was the symbol of this second and more enlightened phase. The school of the rod gave place to the school of the class list.

"By the end of the eighteenth century schoolmasters were beginning to realize what most mothers know by instinct, that there is in all children a curiosity, a drive to know, an impulse to learn, that is available for educational ends."

The changed attitude which parents and teachers bring to their task of child rearing suggests an entirely new definition of failure and in this and succeeding articles it is not the purpose to tell why the pupil got a low mark in arithmetic or why he did not pass from grade six to grade seven. There are more important matters than that and if these more important things are cared for, the lesser will care for themselves. Perhaps more children are damned because parents and teachers deal with the immediate situation out of its relation to the whole of life than from any other single cause. Health is injured and basic habits are disorganized to accomplish some immediately desired end which is worth far less than it costs. Divide them as we may for convenience, both life and curriculum must have for the child an essential unity. In life we do not pursue arithmetic one hour, and geography the next, and language the next. They are all mixed and blended into the larger whole which gives joy and poise and zest.

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This conception is not new, but its application on a gigantic scale is new. School executives who direct the work of millions of children are devoting themselves with audacity and vigor to a complete restudy of the curriculum. They hope to get more of real life into the schools and to make the really important things—the things that are the warp and woof of our amazing civilization—stand out so that teachers and parents will see plainly what the great aims are. There will never be absolute agreement on these aims. Our society is too dynamic and varied for that, But there

will be sufficient agreement for a working program.

A committee of the National Education Association has analyzed the activities of the individual citizen in a democracy and has stated the educational objectives that should guide workers with children. It is wholesome to consider these objectives of education and to check our dealings with the individual child in the light of them. The seven objectives set forth by the committee are (1) health; (2) . command of the fundamental processes of reading, number, writing, and oral and written expression; (3) worthy home membership, including an appreciation of the value of a well-appointed home and of the labor and skill required to maintain such a home; (4) vocation, including service, joy, and co-operation in work; (5) citizenship, including appreciation of the civic virtues and duties; (6) worthy use of leisure so that it shall build and enrich life rather than exhaust it; and (7) ethical character by which the child will wish to be and do the very best in all the relationships of life.

Measured against these objectives where do the children for which you are responsible stand? Are they failing? Where? Why? How? Who is at fault? What is the remedy? You can find answers to many of these questions yourself. We shall try to discuss some of them in these pages in light of present-day scientific study of education.

THE TEACHER'S VOW

I will see the good in all pupils and lead them on to higher attainments.

I will be patient and forbearing, confident in the belief that kindness and generosity will ultimately triumph.

I will scorn error, deceit, and all forms of falsehood, persistently foregoing sarcasm and injustice.

I will claim all nature as my heritage and spend a portion of each day quietly in God's open air.

I will hold daily communion with my own soul.

I will accept my remuneration, however small, without envy, complaint, or discouragement, never forgetting that a teacher is a leader into the higher life, and not merely a wage-earner.

I will work each day in unshaken assurance that peace and power come in full measure to all who are ready for the truth.—LYMAN C. NEWELL.

-The Bostonia.

PRE-SCHOOL TRAINING

BY CLARA M. WHEELER

Chairman of Kindergarten Extension, N. C. M. and P.-T. A.

H, let me see it." "Please let me open it." "Oh, how does it open?" "Why! How does it open?" Familiar questions to one who lives in a home with children. The object in question was a handbag.

Its owner, a guest of the family, allowed the child to "see it," to try to "open it," but did not answer the question, "How does it open?"

The rapid little fingers tried again and again, then stopped and studied the patent double fastening of the bag for a moment, and then again attacked the problem, this time with success. There was a gasp of satisfaction as catch No. 1 loosened its hold and a shout of victory as catch No. 2 was conquered and the bag opened.

"Oh, that is how. Let me do it again." The child's own fingers closed the bag, pushed down the last fastening firmly and then carefully opened the bag again, and again, and then again. Five full minutes the process of opening and shutting the bag continued; no attention was paid to the contents of the bag during this time. Suddenly at one of the "openings" of the bag a rose-colored notebook was spied, one cover of which was of mica. "Oh, is it glass? If it is glass it will break."

Then the fascination of opening and shutting the bag returned and the process was continued another five minutes, and then another.

Fifteen minutes concentrated interest upon a newly discovered technical process —have you that amount of perseverance according to your age and experience? This little girl was three years old.

She was a well trained child, and, later, when articles in the bag were handled only as the owner chose to bring them forth, a small case of bright colored silk occasioned remark, and when it was discovered to be a handkerchief case, the child said, "Oh, isn't it cute?"

Was she precocious to know that glass

will break, to be able to persevere to successful culmination of an effort, to enjoy the usefulness of an article like a case wherein to carry a fresh supply of handkerchiefs? No! just a normal, wholesome, healthy, energetic bit of humanity, making intelligent use of her faculties of mind and of her time.

Are we doing as much for every threeyear-old child? If not, why not? Are we making the most intelligent use of the years between our child's second and fourth birthdays in our present scheme of education?

A child of two years came running to her mother, with real tears rolling down her cheeks, saying something that no one could understand until the mother interpreted the words: "I want something to do," But when the mother was asked, "Why do you not give the child something to do?" she replied, "Why, it has never occurred to me that there was anything such a little child could do!"

In contrast to this, listen to the following: "Oh! oh! see, see." The words were uttered with shrill tones of delight, and as the lady in charge of a group of fifteen of her neighbor's children drew near the two-year-old girl, of Italian parentage, who was calling so happily, it was an interesting picture that met her view. The child, undersized and delicate, with tiny hands held up, was contemplating what those hands had accomplished. Eight small blocks placed so accurately one upon the other that the balance was perfect and not a block could fall.

"See, see, mine, mine," said the little one in tones of ecstasy. A few words of commendation, with the coveted appreciation and interest, and the little girl was satisfied to enjoy the results of her effort for several moments; then one by one the blocks came down as carefully as they had previously been placed and a new form began to develop.

Twenty minutes of pure and unadulterated pleasure in creative manipulation of the building blocks (not too large for her tiny hands) was not too long to hold the interest and delight of this two-year-old maiden. Her coming to the kindergarten was daily and usually with a four-year-old brother. But one morning she overslept and brother arrived alone. An hour later, however, all were surprised to see her face at the window. She had traveled alone nearly two city squares, crossing three streets en route.

Was she precocious? No, just a normal child seeking something that she knew to be worth while and with a mother who dared to allow her to exercise her power of independent action without a "don't" or a fear standing in the way.

"Let me; I can do it," said a boyish voice. The speaker was a sturdy, steady child of two and one-half years. And he soon proved that he could catch the large leather ball, whether bounded or tossed to him. Precocious? No, only the result of delightful daily experience.

"Mother, I want to go to school, too," said a two-year-old girl in the nursery of an institution, and because "Mother" was wise the two-year-old child was allowed to attend daily, the institution kindergarten. "If she is any trouble we will take her back to the nursery," was said. It was never necessary to return her to the nursery, and her influence among the social group of three, four and five-year-olds was gentle and helpful.

Are we making the best possible use of the time of our children of pre-school age? Are we giving them something worth while as a preparation for later school life?

Are you afraid to allow scissors in their hands because they may cut their hair? (Older girls than two-year-olds are doing that now.) Blunt scissors purchased for ten cents are almost warranted to cut nothing but paper, particularly if there is a plentiful supply of paper allowed. Wrapping paper or last week's newspapers are plentiful in most homes. Make the scissors safe by hanging them upon a yard of

ribbon; thus when not in use they hang harmlessly closed.

Have you utilized your child's desire to create by furnishing modeling clay or other plastic substances? Try this. Watch him make his own Noah's Ark figures and then spend an hour or more in play with the objects he has made. You may not know the elephant from the horse, but he does.

Is it worth while to any of us to express ourselves with pen or pencil? Try the drawing paper and crayons, the water color or brush, the cut-out picture and paste. A favorite pastime of one of my small neighbors when calling upon me is to borrow my waste-paper basket and paste bottle. I do not always know what she makes until she tells me, but she is one of my most delightful visitors, we are both so busy each with our own affairs.

Now I hear someone say: "But mothers are too busy with the necessary round of household duties to prepare all these activities for a child." Which is the most necessary, cleanliness or Godliness?

If it is true that mothers are "too busy," then why not help those mothers? Is it not time for the State to take a hand and provide the social group of pre-school age where the two- and three-year-old children of the neighborhood may be brought together and may become the little citizens of their small "state of existence"; learning the lessons of life, i. e., helpful activity, co-operation, mutual appreciation and group obedience, by means of a two-hour daily contact with each other under right conditions, wise supervision and happy environment?

We are doing much for the physical health of our babes. Are we doing as much for the health of their mental and spiritual powers?

The child who is busy doing right things has no time to make mistakes of wrong-doing. The child who is thinking happy thoughts has no time for unthinking deeds. Shall we not consider the pre-school child worth as much as his five-year-old brother? Shall we not consider the pre-school child a worth-while asset in our civilization?

BIRTHDAY ECHOES FROM CHILD-WELFARE DAY OBSERVANCES

s it may be of interest to our readers to know how Child-Welfare Day (Founders' Day) was observed in various places, the following echoes,

gleaned from reports sent in by State Presidents or State Child-Welfare Day Chairmen, have been prepared by Mrs. David O. Mears, National Chairman,

ARIZONA

PHOENIX

The Phoenix Local Council celebrated the annual birthday party at Wilson School. The auditorium was decorated with the colors of the Mothers' Congress and Parent-Teacher Associations, and on all the tables French marigolds and corn flowers were arranged. The auditorium was filled to capacity. There were recitations and piano solos by pupils of the school and two excellent pieces were sung by a full stage of pupils. Each of the twenty-six schools present responded to the calling of the alphabet by the State Chairman of Child-Welfare Day. As each name was called, a candle was lighted on the huge birthday cake. The candles were in Christmas tree candlesticks, snapped on the edges of plates.

Mrs. Frank T. Alpire, whom we love to call the "mother of the Parent-Teacher Associations in Arizona," blew out the candles and made the birthday wish. The official cake-cutter spoke a few words suitable to the occasion before cutting the cake. Delicious refreshments were served, and \$13.15 was taken up for the birthday offer-The President of the Local Council emphasized the history and significance of Child-Welfare Day. It was a delightful affair, and every one present was very en-

thusiastic.

CALIFORNIA

Some of the outstanding features of Child-Welfare Day (Founders' Day) celebration in this State were:

Birthday cakes and the disposition of them: some given to the teachers of the school, others sold in slices and proceeds sent as birthday gift. Nearly all birthday cakes had candles, and many used the alphabet prepared by our National Chairman. In some places the President spoke of the achievements and growth of P.-T. A. while cutting the cake. Again, some gave a history, year by year, of their own branch, leaving the general history to the speaker of the day. In one place the basket for the offering was placed in the center of the cake and donations were dropped in as they had a Penny March. At another, there was a cup and silver offering.

An original Pageant was prepared by the

Ninth District Chairman.

At Placerville, in the Third District, tableaux, representing Home, School, Church, and State, with appropriate songs, were featured.

"The History and Significance of Child-Welfare Day (Founders' Day)" and the "Alphabet," arranged by the National Chairman, the "Children's Code" and the State Chairman's "Message," were used very generally, the latter emphasizing "Back to the Home." A brief history of California P.-T. A. was also used.

The following program is quoted because it is one of the most ambitious of those from which complete reports have

come in.

Program for Child-Welfare Day (Founders' Day), given by the various P.-T. A. Locals of the San Diego Federated Parent-Teacher Associations at the Roosevelt Memorial High School, Saturday, February 17, 1923:

Salute to Flag..... AudienceBoys' and Girls' Glee Club, Song..... Memorial High School

... Mission Hills School of Music Piano, Violin, 'Cello Aims and Object of the P.-T. A.

Principal of the Roosevelt Memorial High School Community Singing......Assembled Audience Birthday Cake......Procession of the Banners Tableaux by 27 P.-T. A. Locals, and Lighting

of the Candles. Message from the High School P.-T. A. President of P.-T. A.

Strive PageantAll Schools of the City
Local PT. A. participating program rendered
by the children, assisted by the teachers, prin-
cipals, and PT. A.
Brooklyn-Original SketchPT. A. Activities
FreemontCooking
East San DiegoThrift
Emerson
Garfield
GrantMovies
(Violin Selection)

All Schools of the Cit

	StocktonRest Room
	JeffersonChild-Welfare Conferences
	Pacific BeachSmith-Hughes Classes
	Sherman Americanization
	WashingtonEpilogue of the "We-e Want-s"
1	We-e Want-s:

A Portfolio of Education in the Presidential Cabinet.

Provision made now for more Playgrounds and Recreation Centers.

More parents to join and work in our ranks.

A greater and clearer understanding of what
Organized Co-operative Effort in ChildWelfare means.

Epilogue to Strive Pageant: Entrance Cues and Music.

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Arrival of Herald of Warning; blows his blast. Sounding of drums and dirge-like music. (Asa's

Death, Grieg.)

Arrival of the Wee (We-e Want-s). Wants clad in huge black hats with pending black weepers, white dresses and black weeping streamers, tiny six-year-olds—the very picture of grotesque weeping despair; enter to the exclamations accompanied by appropriate gestures of Woe! Woe! Woe!

tures of Woe! Woe! Woe!
Wee Wants make known their Pleas, who now enter and assume places directly in rear of the Wee Wants, who kneel in foreground.
Both Wee Wants and Pleas carry Sandwich

Banners bearing their respective messages.

To strains of Peer Cynt's "Morning Song" now arrives Dawning Civic Consciousness, who wishes to know cause of the Gloom, and calls to his help the Three Ever-Ready Helpers—Wisdom, Devotion, and Self-Sacrifice.

Wisdom, Devotion, and Self-Sacrifice.
The Helpers remove weepers off Wee Wants, to strains of "March of Triumph" from "Nathalia."

Now comes Hope, from the City.

(Dialogue between Civic Consciousness and Hope; then final Chorus of "Hail! Hail!") At opening, one player carries Strive Pageant Banner at right of stage and remains holding it throughout; on left, another page holds and displays a huge American Flag, thus accontusting Character and Cood Civicochia.

centuating Character and Good Citizenship.

At close of "Hail" Chorus, curtain falls, only to rise upon pageant of the entire Strive Pageant passing in review the various Activities of all the different City School Locals (P.-T. A. activities), and closes with a final tables.

Coloring of participants' clothing: Wee Wants, black and white—sandwich banners with 1st, We; 2d, We-e Want-s; 3d, Want-s. Pleas carry four things asked for in the message suggested, one, two, and three, each borne singly; the fourth a Greater Understanding,

borne in a long scroll, which is unwound by the three maidens carrying same, all clad in indigo garments and caps. The only touch of color permissible was terra-cotta. Knight of Warning, scarlet and bright grass green cape and sash, with ribbon bedecked trumpet. Civic Consciousness, cape, sash, and trumpet all in rose pink and mauve. Wisdom, bright straw color; Devotion, dress and cap in light blue; Self-Sacrifice, garments in bright rose pink; Hope, in bright green garments. Wand of Fulfilment, silver tip, and all colors of rainbow wound around it.

Closing Song—P.-T. A............Audience
Mina B. Brust, Chairman of Founders' Day,
Ninth District, California

Ninth District, California
(Program given at 8.00 P. M. Stage setting: pictures of founders at center; stage profusely decorated with potted plants, American flags, and flowers.)

COLORADO

DENVER

The Denver County P.-T. A. celebrated National Child-Welfare Day (Founders' Day), February 27th, with an attendance of over two hundred. The program consisted of reminiscences of the organization. The first speaker was Mrs. Henry Hersey, founder of the Colorado work, followed by four Past Presidents of Denver County. The "S-O-S" call was given by a little girl, preceding the silver offering, which amounted to \$27.00.

Mrs. Zimmerhackel, State President, brought a message of the State work. "The Alphabet" was given by twenty-six local presidents, each one lighting a candle on the birthday cake. Then Mrs. Fred Dick, our National Vice-President, lighted the twenty-seventh candle and spoke on the National work. The cake was presented to the association having the greatest number present. The music was given by the boys' glee club and the girls' quartette from one of our senior high schools.

ILLINOIS

"You will find enclosed a check for \$50.00, which is for the National Congress of Mothers and Parent-Teacher Associations as a gift from the twelve Moline Associations for Founders' Day.

"Our Moline Council presented the pageant, entitled "Progress," on February 14 and 15 in celebrating Founders' Day, and set aside this \$50.00 to be sent on to the Child-Welfare Fund.

A REAL OPPORTUNITY

BY M. L. STOUGHTON

Director of Division of Playgrounds, Harmon Foundation, New York

ANNOUNCEMENT just made indicates somewhat the activities of Parent-Teacher Associations over this country. This announcement follows the interest shown by many such groups in the establishment of play fields and the lead taken by them in convincing the smaller but growing cities and towns that the leisure time of boys and girls well directed furnishes even greater opportunities for inculcation of high standards of life than do the hours in school and that a definite program aimed to build sound minds in sound bodies requires a definite place, under definite direction, to carry it into execution.

Those who realize that well-established play places are just as necessary in moderate sized towns as in large cities and that permanent play sites should be acquired while towns are yet young will welcome the announcement from the Division of Playgrounds of the Harmon Foundation, 140 Nassau Street, New York, that help in purchasing play places will be extended to any Parent-Teacher Association.

For a limited time the Foundation offers to make a contribution of twenty-five per cent of the purchase price of land, maximum contribution \$1,000. This offer is made to any growing town under 15,000 population where the Parent-Teacher Association will assume the responsibility of raising seventy-five per cent of the cost of the land and will guarantee that this land will be deeded in perpetuity for play and recreational use only, and will be developed and maintained for such use. The

Foundation must be notified in advance of the proposed plan of the organization, and will then take up the local situation with the individual group. This offer expires March 1, 1924. The fund appropriated for this purpose is limited and applications for such help will be considered in order of their receipt.

The Foundation has also carefully considered the playground need in those towns where, for good reasons, the time is not opportune for raising money for the purchase of land and yet the Parent-Teacher Association is conscious of the need and is confident of the outcome once public sentiment has been aroused. In such communities the Foundation offers to buy a piece of land not exceeding \$2,000 in cost and to lease it without charge to the local organization for a period of five years, with the option to buy at cost plus interest at the rate of four per cent per annum. The land will thus be held against the probable increase in value, and the Parent-Teacher Association's guarantee to develop and maintain a real play place will insure without question its permanency, for communities after all need only a real demonstration of the value of directed play hours on definite play places.

The co-operation offered by the Harmon Foundation opens the way to unlimited opportunities for the establishment of permanent recreational areas. The responsibility of securing this help will without doubt be immediately assumed by many Parent-Teacher Associations.

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Here is President Coolidge's creed:

"Do the day's work. If it be to protect the rights of the weak, whoever objects, do it. If it be to help a powerful corporation better serve the people, whatever the opposition, do that. Expect to be called a standpatter. Expect to be called a demagogue, but don't be a demagogue. Don't hesitate to be as revolutionary as science. Don't hesitate to be as reactionary as the multiplication table. Don't expect to build up the weak by pulling down the strong. Don't hurry to legislate. Give administration a chance to catch up with legislation."

EDITORIAL

THE world seems to be a little busier, a little more hurried and hectic with each revolving sun. Father looks at his watch to make close connection between the second cup of coffee and the early morning train and mother plans with almost mathematical precision the best way of working out a day's program made up of such diverse elements as arranging menus, marketing, taking Mary to dancing school, calling on a sick neighbor, and attending a committee meeting. Many a home lives by schedule, budget and program, and surely the modern office is a marvel of efficiency in prompt correspondence, filing and preserving of records.

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Can anything be done to conserve and preserve systematically the mass of splendid material relating to child-welfare work which is literally flowing into our homes without money and without price?

To begin with there are the daily newspapers from which our library scissors extract choice selections culled from able speeches, articles or editorials. Then there are the various pieces of literature sent by philanthropic societies (of course with subscription blanks enclosed), describing some child betterment project of real worth. And so on to the general mass of pamphlets, magazines and periodicals which are hastily scanned and heaped with the others in a conglomerate pile on table or desk for future reference. From time to time we survey the mound apprehensively and occasionally make a wild dash for something to be reread, and if by reason of great strength of mind we are able to bring order out of chaos our peace of mind is for some days colossal. The great danger is that in a despairing moment the whole mass may be ruthlessly junked and much valuable and carefully written material lost.

We are beginning to train for effective citizenship, for intelligent parenthood, for child-welfare work. We need help all along the line in the shape of ideas and suggestions and inspiration. The daily visit of

the postman brings many of these to our very doors. A veritable mine of information on all sorts of subjects relating to our problems is at hand. How can it be made into a workable asset? A very small sum of money will purchase folders or large envelopes. These can be marked according to the subjects on which you wish to gather information. Under the proper heading all the facts you wish to save may be collected in folders or envelopes for future reference. If you do not own a file, why not ask your boy or somebody else's boy who is in a manual training class to make a box of just the right size to contain the folders or envelopes-which should be arranged in alphabetical order? Such a collection of data becomes an invaluable aid when father, mother, and teacher are confronted by problems of health and nutrition, safety, reading for children, child psychology, and hosts of others. State Bulletins and Child-Welfare Magazines should be kept on file and used. By way of illustration, if you wish to keep track of articles on child training which appeared in the April and November numbers of the CHILD-WELFARE MAGAZINE, write the name of the author, title, and date of issue on a slip of paper and place it in the folder which is marked "child training." Do the same with valuable data in Bulletins, state and national literature which you are keeping in orderly fashion.

It is uneconomic to let good material scatter to the four winds and get away from us, and to be obliged to hunt up a new supply.

Save energy, time and worry by keeping material where you can find it!

In the January issue Ella Frances Lynch will begin a new series of articles on Home Education, and will be glad to discuss with readers of the magazine all topics concerning the education of children.

M. S. M.

NATIONAL OFFICE NOTES

BY FLORENCE V. WATKINS

The September issue of "The Canadian Child" contains four pages of tributes to the life of our beloved friend, Mrs. Ada C. Courtice, who led so admirably the Ontario Home and School Federation as its organizing secretary. Mrs. Courtice attended the Annual Convention of our organization held in Madison, Wisconsin, in 1920, and the Convention in Louisville, Kentucky, in 1923.

From the American Child Health Association has come a most admirable booklet for parents of pre-school children, "The Runabouts (children from 2 to 6 years) in the House of Health." The chapter headings will show something of the contents: 1—"On the Threshold," 2—"The Dining Room in the House of Health," 3—"The Kitchen in the House of Health," 4—"The Badroom in the House of Health," 5—"The Living Room in the House of Health," 7—"The Living Room, Porch and All Out-of-Doors." This booklet would be excellent for use as a text book for pre-school circles. Copies may be obtained from the National Congress of Mothers and Parent-Teacher Associations, 1201 Sixteenth Street, N. W., Washington, D. C.

From the Washington State Branch comes a splendid booklet: "Parent-Teacher Associations and Pre-School Circles: How to Organize them, Aims and Purposes, Uniform Constitutions, and Program Outlines." Very definite instructions are given on how to organize a local association. The sections "Pointers for Officers," "To What Shall We Give Our Time in P.-T. A. Meetings?" and "Suggested Programs," are especially good.

Tennessee is sending in some excellent leaflets. Two just received on "Children's Reading and Libraries," and "Loan and Scholarship Fund" are excellent. "A message to the Parents and Teachers of the Nation" contains some very specific and worthwhile directions for parents. If every parent could memorize these 17 statements and then put them into daily practice, our country would become a nation of worthwhile citizens during the next generation.

This State is seeking to raise funds for Loan and Scholarship through State Life Memberships. Very attractive, engraved Life Membership certificates are being issued.

The Fifth District of the Texas Congress of Mothers and Parent-Teacher Associations encourages Life Memberships by giving a National Congress Pin to each person taking out a Life Membership in the Texas State Branch.

The Mothers' Club of Buffalo, New York, has recently issued a most interesting program for 1923-24. At the meetings which are held twice each month, a worth-while speaker is heard and two persons lead the discussion which follows. As the speaker and the discussion leaders are announced at the beginning of the season, there is no reason why the meetings should not prove to be most helpful.

The Supplement to the July, 1923 issue of "Mother and Child," published by the American Child Health Association, 532 Seventeenth Street N. W., Washington, D. C., contains "Weight-Height-Age Tables for Boys and Girls of School Age" and "Tables for Infancy and Early Childhood," which should be of interest to all parents.

In connection with the observance of Physical Education Day on November 24, 1923, the Federal Bureau of Education, Washington, D. C., issued "Suggestions for Physical Education Day of American Education Week," which would furnish excellent material for several programs for a P.-T. A. The suggestions for a health parade and the plan for demonstration of inter-group activities are especially interesting. Any group, in either city or town, would be interested in the "Suggestions for programs for P.-T. A., Rotary Club, etc.," with its accompanying score cards.

Any group interested in a study of current literature on the subject of peace should secure from the National Council for Prevention of War, 532 Seventeenth Street, N. W., Washington, D. C., "Topics and Material for Discussion of War or Peace," which are arranged for 15 meetings. The Bibliography is excellent.

The September issue of the Georgia Bulletin is largely devoted to a report of the short P.-T. A. Course at the University of Georgia during 1923. Quite copious notes on the course are given which might be helpful to other states expecting to initiate such a course. The article on "How the P.-T. A. Can Co-operate with the Boys' and Girls' Industrial Club-work of Georgia" is very suggestive. From this issue we also learn that Georgia was awarded the picture prize, "The Spirit of Motherhood," offered by the National Chairman of Humane Education to the State organization doing the best work for Humane Education. Congratulations, Georgia!

Each issue of "Foundation Forum," 1028 Marine Trust Building, Buffalo, New York, is better than the last. The September issue is excellent. The first article, "Three of a Kind," shows how "The Child is Arriving." Every P.-T. A. worker should read it. Another article, "Can Protective Work Be Done in a Public Amusement Park," should also be read by P.-T. A. and social workers alike. For some lover of young people who would like to be of real service to them, this article clearly shows one way in which such a desire may be satisfied.

Two wonderful conferences have recently been held in Washington in which you will all be interested. On Columbus Day, the Section for the United States of the Pan-American International Women's Committee, held a conference in the Pan-American Union Building on Seventeenth Street. At the same time this Conference was in seasion, 15 South American countries were holding similar meetings of their sections of the Committee and discussing the same questions: "The

Achievement of Women in the Past, Achievements of Women of Today, and the Call of the Future to Pan-American Women."

Throughout the Conference the writer wished all readers of the MAGAZINE could have been present to get the inspiration and uplift of the occasion.

October 13-15 the Citizenship Conference on Law Enforcement met in Washington at the Raleigh Hotel. One thousand delegates from practically every state of the Union, Alaska, and Hawaii gathered to discuss whether or not it was possible to enforce the laws of the land and uphold the Constitution—even the 18th Amendment and the Volstead Act. A more earnest, intelligent group it would be hard to find. Fully seveneighths of them were men of affairs—doctors, lawyers, merchants, clergymen and bishops of both the Methodist and Episcopal faith, college presidents, college professors, teachers, and leaders in social, philanthropic, and political life. Several members of Congress attended the sessions regularly.

All of the Washington papers gave the Conference excellent publicity, and Central High School and the First Congregational Church were crowded to the doors at the public sessions, even standing room being taxed to accommodate the people.

The Hoyt School, P.-T. A. of Chicago, has issued a most attractive Program for 1923-24. On the cover is this injunction: "Come and Bring Your Friends." Among the speakers we note the names of Mrs. B. F. Langworthy, National Chairman of Recreation and Social Standards; Miss Janet Rankin, first woman elected to Congress; Mrs. Frances M. Ford, author of "Martha and

Mary" stories, and Mr. Ransom Kennicott, Chief Forester of Illinois. Evidently the Hoyt School P.-T. A. has an interesting and helpful year ahead of it.

The October issue of School Life is a Parent-Teacher Association Number and has many excellent articles concerning the work of the National Organization. On the first page the National President of the N. C. M. & P.-T. A. discusses "New Order in Educational Co-operation." Page 3 contains an article on "University Recognizes P.-T. A. Movement." On page 31 is an article by Mrs. Charles H. Toll, "Mother's Reading Circle Successfully Conducted." Mrs. Clifford Walker, State Chairman for Pre-School Circles in Georgia, writes on "Intelligent Care in Pre-School Period." On page 34 is a discussion of "The School's Most Useful Auxiliary," and on several other pages will be found short, pithy articles about P.-T. A. work.

The National Chairman of Juvenile Protection discusses measures "For the Prevention of Juvenile Delinquency." Miss Lucy Wheelock writes about "Kindergartens and Parent-Teacher Associations," while Mrs. D. W. Cooper, president of the New Jersey State Branch, tells "How New Jersey Organizes County Associations."

During the National Education Association Conference last summer the Berkeley, California, Federation of Parent-Teacher Associations succeeded in having a copy of a leaflet, "Why a P.-T. A.?" enclosed in each sample package of raisins given to the delegates. As the representation at this Conference was world wide, the dissemination of P.-T. A. information was also world wide.

NEWS OF THE STATES

COLORADO

A message to members reads:

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"You have by this time received a letter calling your attention to the plan for State Week. We are very enthusiastic over the plan of selling P.-T. A. pencils. The convention in Louisville, Kentucky, was financed in this way last year.

"In the cities and small towns we suggest that your chairman see your Mayor and ask him to permit you to have a "Pencil Day" during State Week or near that time. It can be conducted as a tag-day and should bring in a great deal of money for our state work.

"The pencils are beautiful and every person in your community should have one. The pencils will be sent to your president."

RESOLUTION

WHEREAS, The Colorado Parent-Teacher Association has through its State Board expressed the belief that the essential motives of the Colorado Education Association are a love of home, of country and of the childhood of the state; and

WHEREAS, The Colorado Parent-Teacher Association relies upon the vision, the wisdom and the courage of the Colorado Education Association to see that the Parent-Teacher Associations of the state are used as the logical means of giving the home information and inspiration, thereby encour-

aging the self-development of the individual parent and fostering a general desire for association betterment; and

WHEREAS, The Colorado Parent-Teacher Association desires to co-operate with the Colorado Education Association in securing an equal educational opportunity for every child in Colorado, and deeply appreciates the efforts which the Colorado teachers have already made to procure a competent teacher and good school for every child.

BE IT RESOLVED, That the Colorado Education Association continue to give its encouragement, advice and endorsement to the Colorado Parent-Teacher Association.

ORGANIZATION

At the last meeting of the State Board, Mrs. Fred Dick, the State Organizer, was made chairman of the State Organization Committee. She has requested the chairman of each County Organization Committee to become a member of the State Committee, and send her a monthly report of the new organizations formed in her county. With the assistance of the County Superintendent, Mrs. Dick organized five new Parent-Teacher Associations in Las Animas County the first week in October. At least five more will be organized at an early date. Nineteen new Parent-Teacher Associations from over the state have already reported to the state office.

County and City Superintendent and Principals are sending to the office for organization literature which is being promptly forwarded to them.

MEMBERSHIP

The membership drive should begin at once. The results of the drive last year were very satisfying and we hope this year that the increase may be as great and that the members may be more active.

The same plan of prizes for schools over the top has been adopted as was used last year. Any school having a 100 per cent membership (every parent and teacher a member), of 50 members or more will receive a prize of \$10; Associations with less than 50 members \$5, and any room, not in a 100 per cent school, a prize, the exact character of which will be decided at the next meeting of the State Board.

CONNECTICUT

Connecticut has adopted a new policy. In former years the Executive Board meetings, of which she has five each year, have been held in some hotel or hall at the appointed place. Our former president, Mrs. George B. Chandler, invited the "Hartford" Board to meet at her home at Rocky Hill in honor of the new president, Mrs. H. Wooster Webber. It was a banner meeting. When the time came for the "New Haven" Board meeting, Mrs. H. M. Bullard, our First Vice-President, asked us to her summer home in Guilford. This time we broke all records for attendance and never was a finer meeting in the interests of the Parent-Teacher work. Splendid reports from the departments, wonderful discussions of the problems of the different organizations by the club presidents made the meeting of vital interest, while the social atmosphere created by our gracious hostess lent a charm long to be remembered.

A report from the Spiritual Helps Committee, one from the Motion Picture Committee and an animated discussion of the "More Sleep Campaign" are outstanding in one's memory.

We would tell, too, of the club whose member, finding the back of the school yard cluttered with old boards and unsightly papers, appealed to her organization. The members not only cleaned up the yard, but by personal letters interested the men of their town to contribute the needed money and established a model playground.

Our President has made the initial trips of her promised tour, for her intention is to visit every club in her State during her term of office. She has already visited Terryville, Wallingford, Cromwell, South Windsor and Bridgeport. In Bridge-port she spoke before the Federation of Parent-Teacher Associations representing ten organizations with about 1600 members. While not all the clubs of this Federation are members of the State organization, we hope that as they become better acquainted with our State and National work they will unite with us.

Prominent among the speakers of the year are Thornton Burgess and Angelo Patri, their names appearing on several programs. All the programs show great advancement in our efforts to serve the cause of the children.

ILLINOIS

It is with particular satisfaction that we record the fact of the Parent-Teacher course given at the Chicago Normal by Mr. John W. Shepherd, assistant principal.

In planning and arranging for the work, Mr. Shepherd attempted to bring together both the parents and teachers that there might be a mutual benefit from class discussion. It was an experiment, and one which we hope may be repeated another year with much greater attend-

ance and response from the parents.

After attending these classes, with teachers from a number of states, teachers who are serving as best they can in communities where ignorance and poverty exist, colored teachers from Louisiana and other southern states, from mining districts, foreign, industrial districts, parochial schoolsyour president, were she ever in doubt, realizes the great value and tremendous need of the Parent-Teacher Association.

It is not possible to give even a brief outline of the course given by Mr. Shepherd. The fact that the teacher understands children in groups and that the parent understands them as individuals was given as one reason for the lack of sympathy between the two. The parent's interest is naturally centered in the child. To the teacher, the child's personality is more or less submerged

in that of the group.

In order to best help the child to become the kind of individual who will of his own volition choose the right path in life, parents and teachers must have a knowledge of each other's aims and efforts. Commencing with ordinary health practices, the child will not feel the "resistless urge" to follow the guidance of either mentor alone, that he would get from realizing the united effort of both. It is the "oneness of the program" which he will recognize.

From the health program which is the foundation upon which a child's life is built, through the various programs which teach him industry, thrift, moral cleanliness, social and civic consciousness, all of which will lead him into a full life of service to others, and of satisfaction to himself, the Parent-Teacher Association, if rightly functioning, will guide both parent and teacher in directing the young lives in their keeping.

The course was of value to all who attended, and it is with deep appreciation that we acknowledge our indebtedness to Mr. Shepherd.

JESSIE S. MEARS, President.

There was a delegate luncheon given in honor of the national president, Mrs. A. H. Reeve, of Philadelphia, Monday, October 15, at Congress Hotel, Chicago.

The attention of all Parent-Teacher Associations is called to the passage by the last legislature of Senate Bill No. 229, which makes it possible for municipalities under 150,000 population in the state of Illinois to do more in the way of providing recreation facilities for all the people. This law ought to be widely used and the benefits of it extended throughout the state.

The officers of all Parent-Teacher Associations are urged to secure copies by writing to the Secretary of State and studying the necessary steps in the procedure to secure action by authorities. It is probably true that not one of our municipalities has as yet done everything it ought in this field, and yet, the restlessness of our time, the extent of juvenile delinquency, the larger leisure that has come to everybody through the shorter work day and through labor-saving devices in the home, certainly make it wise to do everything that the law makes possible for providing young and old with wholesome, constructive recreation facilities. Authorities agree that health, morality and good citizenship are promoted through the right kind of play and other wholesome leisure time

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It is wiser and pleasanter for a community to pay a bill for playgrounds, athletic fields, community centers and the like than to pay possibly a much larger bill for jails, prisons and public

The Joint Committee on Kindergarten Legislation, composed of representatives from the Illinois Federation of Women's Clubs, the Illinois Council of Parent-Teacher Associations, the Illinois Federation of Labor, the Chicago Woman's Club, and other women's organizations, with various kindergarten associations in Chicago and about the state, reports the passing of the following amended mandatory on petition bill: Amendment to Section 115 of "An Act to Estab-

lish and Maintain a System of Free Schools."

Sixteenth: To establish kindergartens for the instruction of children between the ages of four and six years if, in their judgment, the public interest requires it, and to pay the necessary expenses of the same out of the school funds of the district. Upon petition of a majority of the parents or guardians of children between the ages of four and six years residing within any school district where such kindergarten is proposed to be established, the Board of Directors shall, if funds are available, establish a kindergarten in connection with the public school designated in the petition and shall maintain such kindergarten as long as the annual average daily attendance therein is not less than fifteen. And provided, further, that such petition must be signed by at least fifty persons living within one mile of said public school, who are parents or guardians of one or more children between the ages of four and six. No one shall be employed to teach in a kindergarten who does not hold a kindergarten certificate as provided by law.

Note.—The matter in italics is new.

INDIANA

"The greatest thing in education is the development of the habit of doing what we believe ought

In greeting the new Presidents of our local associations over the State I want to call their attention to the above quotation. Read it over and over and then push forward with the energy which it inspires.

You have all been trusted with a great work which is unfolding before you. United effort to carry on the program as outlined means a valuable contribution to the work of our State.

I would like to impress upon you the importance of our work in keeping the splendid school laws that we have. Our parents and teachers should work hand in hand for the next two years educating the people of our State to know our schools May we each feel this as and their needs better. an individual responsibility.

MRS. G. G. DERBYSHIRE, President.

The State Parent-Teacher Association co-operated with Purdue University in the Farm Home Conference conducted at Lafayette, October 11th and 12th.

The Conference consisted of round table discussions, exhibits and demonstrations. The purpose of the Conference was to direct attention to the development of the farm home as the most important problem before the people at this time.

The annual convention was held in the Assembly Hall of the Severin Hotel at Indianapolis, October 16, 17, and 18.

A study program, based on the report of the Indiana Education Survey Commission in 1923, has been sent to all associations in membership.

MICHIGAN

"The Student Loan Fund," one of the newest departments to be added to our state program of activities, had its inception at the 1923 State Con-

Due to the efficiency and foresight of our state president, Mrs. Katherine D. Kiefer, Michigan will be one of the first states to inaugurate this new plan of work.

California and Kentucky rank first in the assistance they have rendered their boys and girls in this capacity. Kentucky claims to be the originator of the "Student Loan Fund" in the grade schools.

This fund will mean giving the mother the same amount of money a boy or girl would earn if taken out of school and put to work. All children have a right to an education and our organization is the proper one to give it to these pupils. It will help to equalize the education of all boys and girls.

The plan will be for all locals, both city and county, to raise the money necessary to carry on this work.

The distribution will be cared for by the Superintendent of Schools and County Commissioners, assisted by other county officials.

An earnest appeal is made to all Parent-Teacher Associations for their co-operation in this splendid new field of work.

The greatest work that Parent-Teacher Associations can take up is that of providing better social conditions for our children outside of school hours and during vacation. Provide better and more playgrounds and better supervision of same during the summer months, better motion pictures, a solution of the dance hall problem by encouraging gatherings in the homes, enforcement of the laws, especially against the sale of cigarettes to minors, and in every way safeguarding the morals of the young.

Have a "Made in Michigan Week" and celebrate its close with big local rally and "Michigan Products Only" dinners. Have, an annual "Get Together" day for all associations in your city, district, township, etc., with a "stunt night" when the parents give the whole entertainment—having "The Little Red School House" or "A Modern School," say the fifth grade, or some historical tableau or story, with the parents taking all the parts therein.

Encourage the discussion of school questions by having an "Open Forum" meeting at least once a year. To make this a success a "Leader" from each grade should be appointed the meeting before, which would give sufficient time for him to familiarize himself with the situation and be prepared to bring in a five-minute report for discussion. The success of such a meeting depends entirely upon securing the proper leaders for the reports, limiting the time of discussion to five minutes strictly, and that to constructive matters only.

Michigan State Normal College, Ypsilanti, gave its second Annual Parent-Teacher Conference, July 10th and 11th. A program for rural teachers especially was prepared and presented under the direction of Mrs. Nellie B. Chrisholm, School Commissioner of Muskegon County, covering "What Constitutes a Good Program," "Looking Forward in P.-T. A.", a "Question Box" and a splendid talk by Dr. Pittman who is head of the department in charge of Rural School Teachers at the Normal College. The state president conducted a round table to which the students and parent-teacher members brought their problems and from which much was given and received by all. The conference promises to be an annual event of the Summer School Sessions.

NEW JERSEY

The twenty-third Annual Meeting was held at Trenton, October 31, November 1 and 2, co-operating with the Middle Atlantic Council.

General Topic: The Fundamental Rights of Childhood.

(1) A Normal Home.

(2) Opportunity for Education.

(3) Recreation.

(4) Work.

(5) Spiritual Development.

(6) The Child Needing Special Care.

The Parent-Teacher Associations in Woodbridge Township were well represented at the Parent-Teacher sessions in connection with the Summer School at Rutgers College, 100 being present.

The sessions were held in connection with the educational conference of superintendents, super-

visors and principals, August 2.

The morning was spent at Lincoln Observation School, where methods in teaching were observed.

An address, "Recent Developments in Elementary Teaching," by Dr. Zenus E. Scott, Superintendent of Schools of Springfield, Mass., was most

inspiring.

This was followed by a general convocation in Kirkpatrick Chapel, Hon. John Enright, State Commissioner of Education, presiding. Dr. Augustus O. Thomas, Commissioner of Education, of Augusta, Maine, gave an address on "The

World Conference on Education," held in San Francisco in June, under the National Educational Association. At this time an international federation of educators was formed and Dr. Thomas chosen as President. There were 60 nations represented by 500 delegates from all parts of the world. The next meeting of the federation will be held in Japan in 1925, and the Japanese Government has given \$50,000 to help finance this conference.

In the afternoon Mrs. A. H. Reeve spoke. She also touched upon the recent conference and told of the pageant held on July 4, in which forty nationalities were represented and when 25,000 people were present.

Mrs. Reeve outlined four aims for the Parent-Teacher members, which she hopes to see carried

out in every State:

1. All-year-round parenthood.

2. Back to the Home, correlating what is learned at the school in the home.

 Educating our membership, now numbering over 550,000 in America.

4. Selling education to the American people: A standard of efficiency with commensurate compensation for teachers.

NEW YORK

TWENTY-SEVENTH ANNUAL CONVENTION Auburn, October 9, 10, 11, 12

Recreation was the theme of the whole convention. It was introduced at the opening banquet; discussed later in the week at a round table led by Miss Holland, Director of Girl Scouts in Western Pennsylvania; and the value of it brought home to the delegates on the last night by Judge Horace W. Fitch, of the Juvenile Court.

The Playground and Recreation Association of America sent two representatives, Miss Sprague, and Miss Fishback, from their headquarters in New York City, to make sure the success of the opening banquet at Osborne House. The former, during her talk on recreation, told the delightful story of the frail little boy whose home was on a lonely plantation, with only his mother for a playmate.

The Martin house in the garden was the source of his childhood fancies and mother and son

played a story game with it.

Every little Martin who flew in from the outside world to the Martin house brought a story of hero, fairy, or just plain little boy, of marvelous adventure. One Martin, whom they christened "Little John Martin," was the little invalid boy's prime favorite, and lives yet, in the name "John Martin's Book," fulfilling the same mission as the original.

Miss Sprague said, "The play spirit is the foundation of inspiration in the child. A full expression of play does not yet find an outlet in the present school system. Parent-Teacher Associations must stand behind the effort to get the best educational results from play. They must not only strive for municipal appropriations, for community play, such as sings, playgrounds, dances, dramatics, etc., but must be content with nothing short of the highest possible type of leadership in the play supervisor.

Do you know the story of the young girl, who did nothing all day but transfer jars of peanuts

from one container to another? Some one asked her, "What do you think about all day long?" "Oh, in the morning I marry a duke, and in the afternoon I go on my honeymoon."

afternoon I go on my honeymoon."

The world may be missing something worth while, so long as that girl's play spirit has never a chance to find expression. And what does it owe to the less fortunate one who has not this imagination?"

At the close of this address, the guests were invited into a gymnasium, where the play leader, Miss Fishback, guided them through the intricacies of marching, singing and rhythmic games. Here, parents and teachers exhibited a play spirit of their own, which was astonishing to themselves, and convulsing to the onlookers in the gallery.

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Judge Fitch planted the seed in the minds of his hearers which will undoubtedly bear fruit, if the unusual enthusiasm of his audience counts for anything. There has been a tendency in some localities to abolish the juvenile court as an unnecessary expenditure of the tax-payer's money. His illustrations of pathetic cases that come under his jurisdiction gripped the hearts of those interested in child-welfare, in a way that volumes on the subject of the proper disposition of child offenders could not have done.

He said, "In the seven years of my service, I have had children brought to my room (which, by the way, is never a court-room, but an ordinary office) eight, nine and ten years old. In fact, the majority of my cases are under fourteen. Would you have those children undergo the same processes of the law as a mature criminal? Then see to it that the Juvenile court is not abolished!"

Reports of the fourteen district chairmen, round tables on "Positive Methods in Child Training," led by Mrs. Emma Gary Wallace and "Rural Problems," by Mrs. J. L. Humphrey, brought out lively and interested discussions on the part of the delegates. These talks gave practical working methods for the year. The inspiration came in part from the addresses of Mr. W. Reese Williams, Deputy Superintendent of Yonkers schools, and Mrs. Henry Osgood Holland.

Although the week was full, time was found for a good many delightful dinners and luncheons, among them being several district dinners, and a beautiful luncheon given by the retiring president to her executive board.

The Parent-Teacher Associations of Auburn deserve more than a word of praise for the remarkable smoothness with which all convention activities moved. Part of the secret of their success was due to the fact that each Auburn club had its own particular part to play. For instance, one club looked after all transportation during the week, another, all dinners, luncheons, etc., another, housing the delegates, and so on even down to a club to supply all badges. This system, backed by the interest of apparently every one in Auburn, made the 1923 convention an outstanding one in the memories of all who attended.

This was presidential election year, so that the work goes forward under a new leader, Mrs. Frederick M. Hosmer, of Auburn, formerly first vice-president. She received the gavel from the retiring president, Mrs. Montford C. Holley, of Lock-port, whose name stands for the almost phenomenal success which has attended this organization during the past three years.

NORTH CAROLINA

Message from State President
Our long-cherished dream of a whole-time secretary has been realized. It has been made possible through our stalwart friend, the North Carolina College for Women. Miss Catherine Albertson, of Elizabeth City, whom your Board of Managers recommended to the College, took up her duties as State Parent-Teacher Secretary, September 1. Her office is in the McIver Building at the College and she has already begun active work; Miss Albertson's salary will be paid by the North Carolina College for Women and she will work with the Extension Department. Her travelling expenses will be paid with the money that you raised last February on Tag Day. I hope that you can know Miss Albertson soon and can feel that she is your own secretary, ready to serve you.

Mrs. J. F. Spruill.

EXTRACTS FROM THE STATE SECRETARY'S REPORT FOR SEPTEMBER

Feeling that the North Carolina Branch, Parent-Teacher Associations, may like to know something of the activities of the State Secretary of the Parent-Teacher Association, who was elected at a meeting of the Board of Managers of the State Branch P.T. A. in response to the generous offer of the North Carolina College for Women to co-operate with the State P.T. A. in placing an all-time Secretary in the field, I hope through the P.-T. A. Bulletin to give an account of my work each month.

In response to a request from President Foust of the N. C. C. W., I arrived at the College on September 1st, and began getting acquainted with my duties, spending the first weeks writing numerous letters to school and P.-T. A. officials, getiting out form letters and questionnaires to the county and city superintendents of the State, and holding interviews with our State President and various other State Officers of the P.-T. A.

At the July meeting of the Board of Managers, it was decided that the secretary should visit the various district meetings of the North Carolina Education Association, and speak to the teachers in regard to P.-T. A. work.

Miss Elizabeth Kelly, President of the North Carolina Education Association, and Mr. Jule Warren, Secretary, have very cordially acceded to my request to be given a place on the programs of these conventions; and at the Western District Meeting in Asheville, September 21-22, I spoke before the primary and grammar grade sections of the Association, and also at the last general session, informing the Association of the co-operation between the N. C. C. W. and the State P.-T. A., and offering the services of the College and the P.-T. A. to the communities that wish us to help them organize.

Numerous requests for aid in organizing P.T.A. branches in the schools of the Asheville District followed my talks to the Association.

I find the P.-T.A. Handbook, issued by Dr. Meyer of the State University, an invaluable aid in my work, and the University is most generously co-operating with us in sending the Handbook wherever it is needed.

This was my trial trip, made without a fixed itinerary, and my five days in the mountain regions of North Carolina will result in the addition of eight newly organized and two newly affiliated branches of the State P.-T. A., I hope.

With the advice and assistance of Mr. W. H. Livers, the newly elected head of the North Carolina College for Women Extension Division, who has had long training and experience in Parent-Teacher work, we hope to make this the banner year of the North Carolina Branch, Parent-Teacher Associations, and to organize branches as rapidly as possible in every community where patrons and teachers desire us to do so.

CATHERINE ALBERTSON.

NORTH DAKOTA

NORTHEASTERN PARENT-TEACHER SECTION

The N. E. Educational Association held its annual meeting in Grand Forks, October 17, 18, and 19. Friday morning, October 19, at 9.30 in the Central High School, was given the program of the P.-T. A. section.

PROGRAM

"Greatest Need Not Money, Nor Buildings, but the Creation of Public Sentiment," Prof. A. H. Yoder.

"Data on the Growth of P.-T. A. in Nation and State," M. Helen Davies, President State P.-T. A.

P.-T. A.
Address—"P.-T. A. as a Creator of Public Opinion," R. B. MacLean, President of Moorhead Teachers' College.

A Practical Demonstration in Welfare Work for School Children, Katherine A. Whiteley.

The annual meeting of the P.-T. A. will be held at Bismarck, November 21 and 22. The decision to hold the meeting at Bismarck was made by the State officers because this is the time and place of the State Educational Association meeting.

TEN WAYS TO BUILD AN ASSOCIATION

1. Attend all meetings if at all possible.

2. Be on hand before meeting time and become acquainted with other members.

3. Don't let unfavorable weather keep you

4. Have an encouraging word for the officers and other members regarding their work.

5. If an office is given you, take it and do your

 Having accepted an appointment on a committee, get busy at once and lend every possible aid to the chairman and the committee you represent.

7. If asked by the chairman your opinion regarding an important matter, think hard and give your best thought and consideration. After meetings, give further time and thought to the work.

8. Do not be contented to confine your efforts to one activity of association work. Lend your efforts in every capacity.

Pay your dues promptly when they mature.
 Never overlook an opportunity to extend an invitation to a neighbor to join the association and participate with you in benefits derived from membership.

RHODE ISLAND

In introducing to the Parent-Teacher world the first Bulletin of the Rhode Island Branch, the president, Mrs. Sibyl Avery Perkins, says:

"May it be the first of a long and uninterrupted series—each setting forth the past achievements and the coming events of an ever stronger, better and more influential Congress of Mothers—and may harmony and good-will be ever present in all our relations."

The regular meeting of the Rhode Island Congress of Mothers was held Monday, October 8, at the Barrington Town Hall, at the invitation of the

Barrington Mothers' Club.

Perhaps the most interesting report of summer activities was received from the North Kingston Parent-Teacher Association, which was organized in March of this year (1923), with a membership of fourteen women. It has a present membership of seventy-seven women and men, and in these few months has done for the town something that no other organization has been able to do in its entire history.

It has developed and cemented to a very high degree community spirit through the playground and the Labor Day field day, and through the huge amount of work done in the preparation of

these events.

After the Parent-Teacher Association had decided that the most good could be done for the boys and girls during the summer by establishing a playground, the question arose: "How can the children from all parts of the town have the benefit of the playground?" The question of funds was secondary, for faith in the project was supreme and we knew that the money would be obtainable somehow.

The Parent-Teacher Associations called a mass meeting in the town hall. Posters were printed and handbills were distributed to every family in

the town through the school children.

The speaker of the evening was Mr. George Watson, director of athletics and physical training in the Providence public schools. Mr. Watson so interested the audience that \$200 was raised by subscriptions.

The outlying villages were promised that if each should raise about \$100, their children would be brought to the playground two days a week in busses. Four villages responded with their quota, and later a manufacturer from one village sent his own truck with the children as a part of his subscription. From another village a woman drove the children in her own large car. Many children walked three or four miles or rode bicycles so that they could attend oftener than twice a week.

The local newspapers gave publicity on the need of playgrounds, funds, etc. Mr. William Schuster, teacher of mathematics in the Technical High School of Providence, was chosen as

director of the playground.

A second mass meeting was called and a committee of five men was appointed to help the director arrange for shelter, water, and toilets on the playground.

By the end of June the following things had

been done:

 Five hundred dollars had been collected or had been promised.

2. A large unused field in Wickford, the central village, had been loaned for the summer months with the assurance that it could be had every summer. On this field are an old regulation baseball diamond and a tennis court, which were later put in good condition by the director and a few older boys.

3. An old trolley car station had been moved

to the grounds for a shelter.

4. Two toilets had been erected.

5. A large water container had been purchased.

6. Nine swings had been erected.

Volley ball posts had been set in the ground. 8. A town girl of the Rhode Island College of Education had been sent at the expense of the Parent-Teacher Association to Camp Hoffman, the Girl Scout Camp, for a one-week intensive course in recreation work.

A Sargeant School freshman, another town girl, volunteered her services for one half-day through-

out the summer.

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On July 5 the opening took place. About 150 boys and girls assembled with flags, horns, whistles and banners which they had made, with such insignia as "Help the Playground," "We Are the Future Citizens," "Watch Us Grow," etc.

The children saluted the flag and sang America, and the president of the school board gave a short

The program for the summer consisted of base-ball, basket ball, volley ball, tennis, croquet, quoits, folk dancing, paper flower making, basketry, stories, circle games, health talks, land and water hikes, swimming, diving, rowing and firstaid.

On Labor Day came the all-day community celebration which drew the people together in a fine, friendly spirit. A well-thought-out program of sports held the attention of a large number of spectators from 10 A. M., the beginning of the field sports, to 5 P. M., the ending of the water sports. The tug-of-war, volley ball, baseball and touch ball prizes were watermelons, ice cream or popcorn balls. For all the other events the prizes were medals and ribbons.

The National Playground Association sent nine medals and certificates earned by boys passing

their first tests.

The registration for the summer was about 125 boys and girls from pre-school to college age. The sum of \$725 raised by subscription just covered expenses. The playground committee gave unstinted time and work to make this project a success, but they could not have done it without the whole-hearted, friendly co-operation of the Parent-Teacher Association members and their

Not the least satisfaction to the committee was derived from the fact that many people who had at first been indifferent to the project became very

ardent supporters of it.

SOUTH DAKOTA

The annual State Convention was held at Sioux Falls. October 18, 1920. Mrs. A. H. Reeve was the guest of honor. "For the second time South Dakota has been honored by the presence of our National President and the second time we have been enriched by the great gift of educational as-

sistance in promoting the Parent-Teacher Association work that results from the visit of our leaders.

South Dakota is the first state to elect a man as its Corresponding Secretary and our group of state officers shows almost half of our most active workers are men. We shall be glad to welcome both the mothers and the fathers as active workers in every line of activity to promote great good to the children of South Dakota.

"The purpose of our schools is to train the children within our state borders to become useful citizens. Is the school in your community equipped to the highest point of excellence to develop every child as it should be developed? Unless your answer is unqualified in the affirmative, your community needs an active Parent-Teacher Association, with every father and every mother

an active member.

"Is your school adequately equipped? If not, the P.-T. A should awaken public opinion in favor of supplying all needed equipments. Where parents and teachers organize and intelligently study the conditions of their school and community there is never any question about the finding a way to secure all needed materials and equipments for the progress of your educational system and the recreational problems of your community will be met and supplied. An informed public means a supplied public."

MRS. JEAN MCKEE KENASTON, President.

VERMONT

The Vermont branch began the year with fiftythree associations. Since September at least two have been added. Considering the scattered population and the mountainous sections of the state we feel our efforts are being felt as far as our means will allow.

This fall the state branch is endeavoring to establish "State Day," October 27, Theodore Roosevelt's birthday. Thu, far we have had favor-

able returns.

At White River Junction we had representatives who gave out literature and information concerning Parent-Teacher work at the state fair in Sep-

tember.
The "Arlington" school of P.-T. A. of St. Johnsbury furnished a P.-T. A. booth which was decorated with our colors. This association was very successful from the standpoint of publicity as well as finance.

Literature was given out at the Rutland fair

The state publicity department through the state department of education tries to keep in touch with the school superintendents and district supervisors and sends literature to these school authorities from time to time. We find in most cases

these people are in sympathy with the work. Several P.T. A's in this state the past year were responsible for new up-to-date school houses.

Arlington's beautiful new school house is practically completed and will soon be dedicated with all the ceremony in keeping with the fine modern building if plans of the Arlington Parent-Teacher Association keep on maturing.

This is a live organization and has been working for play-ground equipment and other needed

things for the new school.



Baby Suggestions

OUR Baby Shop contains everything his little majesty may need. Dear little handmade frocks from Paris, with lovely hand-drawn work, embroidery and ribbons. Adorable coats of fine wool cashmere, exquisitely embroidered with white silk scalloping; baby bonnets of crepe de chine with narrow lace ruffles, hand crocheted jackets, soft madeira linen pillow cases and sheets: soft, warm Sister Sue blankets strewn with designs of rollicking Teddy Bears. Even the little one's bed, clothes tree, bassinet, and swinging wardrobes of reed are to be found in this shop.

James McCreery & Co.

Fifth Avenue

34th Street

NEW YORK

THE PARENTS' BOOKSHELF

With the growing recognition of Parenthood as a Profession comes the need for a reference library for the students—the fathers and mothers.

CHILD-WELFARE has devoted six months to the careful reading of many books, and now offers a practical bibliography suited to the needs of parents, with a range of prices which will place at least some of the books within the reach of anyone. Study Circles desiring more technical treatment of special subjects may write to the magazine for further information.

This month we present books dealing with the Baby and the Pre-School Child. The January issue will offer a list for school children through high school age. Publications not procurable in local book stores will be mailed on receift of price.

The Healthy Baby, Roger H. Dennett, B.S., M.D. Price, \$1.25. The Macmillan Co., New York.

The Infant and Young Child, Morse-Wyman-Hill, Price, \$1.75. W. B. Saunders Co., Philadelphia.

The Normal Child, Alan Brown. Price, \$1.25. The Century Co., New York.

Century Co., New York.
How to Feed Children, Louise E. Hogan. Price, \$1.50.
Child Welfare Co., Inc.
The First Year in a Baby's Life, William Byron Forbush. Price, 20 cents. Abingdon Press, New York.
The Education of the Baby, William Byron Forbush.
Price, 15 cents. Abingdon Press, New York.
Price, 20 cents. Abingdon Press, New York.
The Price, 20 cents. Abingdon Press, New York.

The Pre-School Child, Arnold Gesell, M.D. Price, \$1.90. Houghton, Mifflin Co., New York.

The Health of the Runabout Child, William Palmer Lucas, M.D. Price, \$1.75. The Macmillan Co., New York.

New York,
Child Care—The Pre-School Age, Mrs. Max West.
Price, 10 cents. Gov. Ptg. Office, Washington, D. C.
Parenthood and Child Nurture, Edna Dean Baker.
Price, \$1.50. The Macmillan Co., New York.

FOR STUDY CLASSES

Mothers and Children, Dorothy Canfield. Price, \$1.50. Henry Holt & Co., New York.

The Runabouts in the House of Health, American Child Health Association. Price, 15 cents. New

Child Health Association. Frice, 42 cents. York.

Child Training, Angelo Patri. Price, \$2.00. D. Appleton & Co., New York.

Talks to Mothers, Angelo Patri. Price, 50 cents. D. Appleton & Co., New York.

First Steps in Child Training, M. V. O'Shea. Frederick J. Drake & Co., Chicago, Ill.

erick J. Drake & Co., Chicago, III.

Care and Feeding of Children, L. Emmett Holt. D. Appleton & Co., New York.

The Government of Young Children, the Second and Third Years, Wm. Byron Forbush. Price, 20 cents. Abingdon Press, New York.

How to Know Your Child, Miriam Finn Scott. Price, 20 cents. Abingdon Press, New York.

Meeting Your Child's Problems, Miriam Finn Scott. Little Brown & Co., Boston.

Nutrition and Growth in Children, Wm. R. P. Emerson, M.D. Price, \$2.50. D. Appleton & Co.
The Nervous Child, Edith C. Johnson. Price, 20 cents. Abingdon Press.
Education of the Child—Second and Third Years.

Price, 20 cents.

Price, 20 cents.

The Religious Training of a Little Child, Frederick W. Langford. Price, 20 cents.

Character Training in Childhood, Mary S. Haviland. Price, \$2.15. Small, Maynard & Co., Boston.

Bookless Lesson for the Teacher-Mother, Ella Frances Lynch. Price, \$1.75. Macmillan Co., New York.

Misunderstood Children, Elizabeth Harrison. Price, \$1.25. Macmillan Co., New York.

A Study of Child Nature, Elizabeth Harrison. Price, \$1.25. Macmillan Co., New York.

\$1.25. Macmillan Co., New York.
The Unseen Side, Elizabeth Harrison. Price, \$1.25.
Macmillan Co., New York.
Children's Rights, Kate Douglas Wiggin. Price, \$1.25.
Houghton, Mifflin Co.
Your Child Today and Tomorrow. Sidonie Gruenberg. J. B. Lippincott, Philadelphia.

Healthy Babies, Josephine S. Baker, M.D. Price, \$1.25. Little, Brown & Co., Boston. Healthy Children, Josephine S. Baker, M.D. Price, \$1.25. Little, Brown & Co., Boston.